

Break

Head hunting

There's a real job for head hunters at the Schools Council. This week has seen the premature resignation of the chairman, Sir Alex Smith. It has also seen the unveiling of the Council's plans to reform itself. These include the universal well-earned suggestion that the three seconded joint secretaries who top the full time hierarchy be replaced by a single chief executive, the Secretary.

So who will get what and who decides? The chairman is the Secretary of State's appointment. It may not be altogether easy to find someone prepared to take on one of the most onerous part time jobs going.

With the present set up, the full load of pulling the Council's work together falls on the chairman. The job done properly but for time, is a killer. Sir Alex's stated reasons for resigning, namely overwork, is no diplomatic front for something else. Manchester Polytechnic needs his attention with a CNAAP visitation, among other things, coming up. He cannot, he says, do both any longer.

A single chief executive could take on a lot more of that work. And indeed would be likely to emerge in public view as Mr/Ms Schools Council in the way the chairman has done in the past.

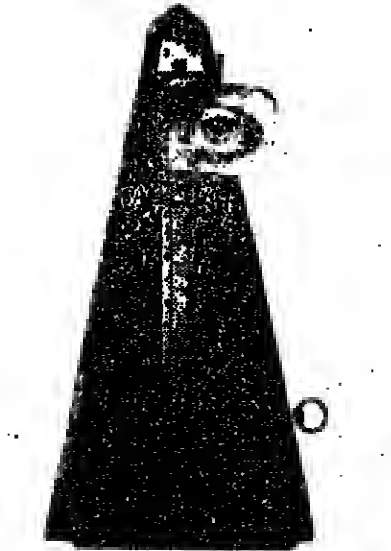
But how exactly the thing works out must depend on the personalities of the two people appointed. The Council's Finance and Staff committee is being asked now, "to make all the necessary arrangements" to reorganise this top job. The post of Secretary—a permanent job—would be advertised. The criteria of the applicants would of course depend on the pay and status. It is at this level of under secretary that would mean £12,000 a year, about the same as a chief education officer outside the major authorities.

Would that be enough to tempt say Pat Deane away from the lush but rather marginal Euro-pastures in Brussels?

Such an appointment could consolidate the growing confidence among the Council's officers that at last they are going to be able to get on with a proper job.

And who'll be chairman? Well, there is, in doubt, an impressive list of eligible individuals who have put in noble service in one area or another of the education. But how about something a bit more exciting? Geoffrey Cassin, registrar of Oxford University, seems a bit restless. Could he be persuaded to return to familiar ground? Or how about Lord Joselyn? Much to be said for appointing a politician, particularly from another party. But then he may be kept on ice for the University Grants Committee. Dr. R. Charles Carter, Vice-Chancellor of Lancaster University, would be a fine choice.

Dadadada



"There is no Surrealist painting... but there are signs to be seen", claims a typical Surrealist wall poster. There is plenty of both at the Arts Council's Dada and Surrealist Reviewed exhibition at the Hayward Gallery, which runs until March 27 (the TBS art critic will review it in detail next week).

Man Ray's "Indestructible Object" (above) is only one of around a thousand paintings, posters, manifestos, books, magazines, collages and objects which have been chosen to represent the achievement of the Surrealist movement.

Four thousand people turned up last weekend to see the show. The gallery has also been overwhelmed by bookings for the four Monday morning Study Visits, and a third of the seats for the two more just to come. The exhibition is a real success story, and a chief education officer outside the major authorities.

Will he be on hand to talk with the public about the show, "not just to educate what's on the floor, but to create an informal atmosphere"? There is also a Study Day on the evening of Thursday, February 9, open to sixth-formers and teachers. And by January 30 even the language will be ready.

Incommunicado

So the Equal Opportunities Commission have sent out the ridiculous message over Dr Hilary Thorne, their education officer. She is dismissed by the Commission after she talked to the TBS last November. Now her appeal to an internal panel of three commissioners has succeeded and she has been reinstated to her job. She was back at her desk on Monday.

None can soon see the EOC education section lost one of its second-rank people, Alan Hewitt, last week, and his job has not yet been filled.

The result of the whole thing—apart from the making of the EOC look like a lot of silly women? Everyone there is very nervous of talking to the press. Rather a drawback for a body which is, if it is anything, up to its neck in the communications-and-attitudes business.

Science pack

London's common curriculum for secondary school sees the light of day this week. The ILEA pack, Water, in the series taught in Science was published by Addison Wesley on Monday, price £18. The pack on Materials is due in the week. More packs follow in the autumn.

Miscellaneous of course to call it a common curriculum. It does not mean the ILEA is preparing a basic assault on the autonomy of schools or teachers or whoever. But insight in Science has been developed by the ILEA in a three-year project involving one of their three science inspectors, their media resources officer, two of their science centres, three teachers seconded full time and 13 of their comprehensive secondary schools. An annual grant of £7,000 split between this project and one for a level physics has oiled the wheels. Addison Wesley came into the picture relatively late when they won the publishing contract which ILEA put out to tender.



... and in the case of a maths inspection the following pupils will be sick until further notice:

With such an investment there is understandably a certain enthusiasm for the scheme and the hope that schools will take it up. In-service courses are being arranged at the Science Centres to explain it and Dennis Marshall, the science inspector who directed the project, will be putting in a good word for it as he goes on his rounds in schools.

The project arose from concern at the three shortage and high turnover of science teachers in London schools three years ago, and from the paucity of material available for in-service general science teaching at this level. Both Dennis Marshall and ILEA's senior science inspector, John Spice, were involved with the development of a science pack, and Marshall, the science inspector who directed the project, will be putting in a good word for it as he goes on his rounds in schools.

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Postscript

A postscript to all the education letters sent in a few days about Sir Alex Smith's resignation. Shortly before meeting Ray Marshall, Under Secretary of Labour, and from Humphrey to the Education Office, this was his last public statement. It was characteristically measured.

Humphrey was no new man to the cause of the schools. During Lord's Administration he was leading the schools' phony-Jacobin Bill in the Commons. It never got as far as the House of Lords, but it was a sign of things to come. It was a sign of things to come. It was a sign of things to come.

In his message to the Education Office, Humphrey castigated the current employment of the baby boomers. He said that the current employment of the baby boomers was a disaster. He said that the current employment of the baby boomers was a disaster.

Those who had seen the effects of the current employment of the baby boomers, as he put it, "had ways to keep the country in the hearts of millions of our people. They have a tremendous mission to make, and are sure that they have their share."

Many issues, of course, arise. If such provision were readily available, would demand automatically rise to fill the places available? Would the number of suspensions rise if suspension were seen as the best way of getting a pupil into a unit of this kind? It is clearly the intention that these well-staffed extensions of the "seniary" idea should provide for intensive teaching as well as containment and it is part of the scheme that they should be staffed by more than average competent and experienced teachers. The more such posts are created, the more difficult it must become to recruit a corps d'élite for such work.

A letter on page 18 draws attention to some of these issues by asking if the opponents of corporal punishment have faced the fact that ending the use of the cane might lead to a rise in the number of suspensions. There is much truth in this, as there is in a general observation that the banning of a particular form of physical punishment might well lead to a proliferation of other forms of physical retribution, like forcing delinquents to run long distances or perform degrading tasks. This is certainly no reason to abandon a campaign to end corporal punishment—a campaign which may well be greatly strengthened by the interest now being taken in Scottish and Manx cases by the European Court. But it does show the need for intelligent development of the measures discussed in the ILEA paper; and it does draw attention to the price tag attached to dismantling more traditional methods of coercion and control.

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THE TIMES Educational Supplement

Law and order with humanity

The Inner London Education Authority has set aside upwards of £1m in the projected budget for 1978-79 to improve the support provided for schools in handling "disruptive pupils". This week a paper from the education officer, Mr Peter Newsam, went to the schools sub-committee outlining ways in which it is hoped to develop and extend existing arrangements for "sanctuary" and other short-term provisions.

Mr Newsam's paper is a straightforward and humane document, which avoids simplistic generalizations. It doesn't suggest that bad behaviour is something new. If anything, he thinks things get a bit better recently. But he correctly identifies order and relative calm as among the reasonable expectations of parents who send their children to school and accept the need to step a minority of disruptive boys and girls from preventing the rest from learning.

Mr Newsam's cool treatment of an inflammatory issue is a model of its kind. The paper is not about the small number of pathologically disturbed children for whom arrangements should be made outside the school system. Teachers are rightly concerned when extreme opponents of special education appear to insist that all schools should be capable of containing all children whatever their difficulties, without recognizing the nature of the hazards this can involve. The school support centres now planned are described as places, controlled by the schools to which they are attached, "where pupils, some of whom would otherwise have had to be suspended, can be asked to attend while remaining on the school's roll and in its care."

Mr Newsam's aim is that, before long, all secondary schools should have available "a named place where any pupil could go after three or four days if, for any reason or over any length of time, that pupil could not stay within the main school."

Many issues, of course, arise. If such provision were readily available, would demand automatically rise to fill the places available? Would the number of suspensions rise if suspension were seen as the best way of getting a pupil into a unit of this kind? It is clearly the intention that these well-staffed extensions of the "seniary" idea should provide for intensive teaching as well as containment and it is part of the scheme that they should be staffed by more than average competent and experienced teachers. The more such posts are created, the more difficult it must become to recruit a corps d'élite for such work.

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Look back in disorder: the wild men of surrealism return triumphant to London in a sell-out exhibition at the Hayward Gallery. Michael Clarke writes about the roots of the movement created by men like Marcel Duchamp, author of the painting above, "Young Cherry Trees Secured Against Hares".

President Carter buys a million jobs for the young

A million new jobs for America's unemployed young people will be created by a big expansion in the United States Government's youth employment programmes. But authority group leaders are in dispute over whether the programme will be enough to believe even this is not enough.

The Administration's renewed attack on the problem, which President Carter announced in his State of the Union address to Congress last week, will have two major thrusts.

First, an additional \$1,000m a year will be spent on the Department of Labour's existing series of youth programmes, bringing annual expenditure on them to \$2,300m. Broadly similar to the schemes of Britain's Manpower Services Commission, they include vocational training and the creation of public service jobs, as for example in the Young Adults Conservation Corps.

The second initiative is, in the President's words, "a new \$400m private sector employment programme focused on youth and other disadvantaged workers, and aimed at mobilizing private industry to work with government in finding jobs."

Mr Carter gave no details of the way the programme would work. However, an administration official indicated that the Government will channel the funds through "local business councils", composed of representatives of private firms, large and small.

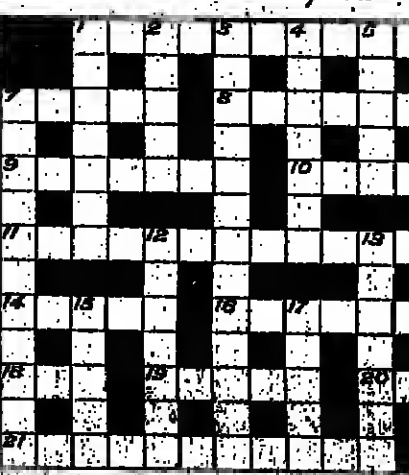
The money will be used to subsidize in-work training, rather than to pay wages direct. The President's promises of more jobs for the young have not received much attention or approval much enthusiasm here. They were expected and already disappointed. Indeed minority and urban leaders were disappointed that the expansion of the federal jobs programme did not amount to much more than \$1,000m. The New York Times called Mr Carter's proposals "modest".

Multiples officials were particularly upset that the administration does not propose to increase the number of federally funded jobs in local government—currently 725,000. The administration argues that it has now increased federal spending on youth training and work experience by 260 per cent in two years—the maximum consistent with Mr Carter's intention of producing a "lean and tight budget" for the coming year. Allowing for inflation, the increase in the federal budget will be less than 2 per cent—the smallest for four years.

In addition, officials point out that overall unemployment fell by 1.1m to 6.3m, or from 7.8 to 6.4 per cent, during 1977. Their black critics point to a recent Bureau of Labour Statistics report, which said unemployment had "dropped markedly for white men, women and teenagers and black adult men, while no downward trend was evident among black women and teenagers."

In his address, President Carter pledged his administration's support of the so-called Humphrey-Hawkins Full Employment Bill currently before Congress—it sets the United States a long term goal of 4 per cent unemployment. Budget proposals, page 17.

Crossword No 1,119



Across
1 No bit of straight-forward solving (5)
7 Party gathered to see opera performer (5)
9 Car back a lane (7)
10 She and love were (5)
11 Not a bit of straight-forward solving (5)
14 Not a bit of straight-forward solving (5)

Down
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Maths teasers

PARALLELOGRAMS

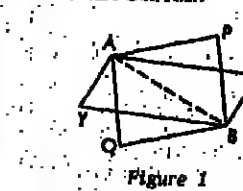


Figure 1
(1) AXBY, APBQ are two parallelograms with a common diagonal.

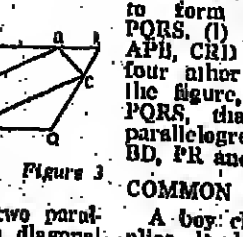


Figure 2
(2) OXZY, OYXZ, OZXX are three parallelograms with a common diagonal.

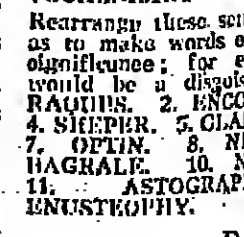


Figure 3
(3) Fig 3 shows a parallelogram ABCD, with pairs of parallel lines drawn through its opposite vertices to form another parallelogram PQRS. (1) Prove that the triangles APB, CRD are congruent. (2) Find four other sets of four points in the figure, other than ABCD and PQRS, that are the vertices of parallelograms. (3) Prove that AC, BD, PR and QS are concurrent.

COMMON SENSE PROBLEMS
A boy chooses a number, multiplies it by two, adds an even number and multiplies by the original but the result is 403. What did the boy choose, and what was a positive integer you take to solve the number? In a very small group doing a level science.

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Your pupils/students will have the advantage of being taught by a native speaker while you are away. You will have the chance to renew your fluency in the language you teach and update your knowledge of the country. Your post is secure in your absence. Full details and application forms (please specify country) available from:

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The Central Bureau for Educational Visits and Exchanges

England and Wales: 43 Dorset Street, London W1H 3FN. Tel: 01-466 5101. Department of Education and Science.
Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 3HD. Tel: 031-447 8024. Scottish Education Department.
Northern Ireland: Rathgall House, Belfast Road, Bangor, Co. Down. Tel: 0247 66311. Department of Education for Northern Ireland.

UNILATERAL APPOINTMENTS 1978-79

AUSTRIA, BAVARIA, DENMARK

Teachers will be required to teach English language and literature at secondary level. Preference is given to applicants qualified to teach Modern Languages, English or English as a Foreign Language. Applications from teachers of other subjects with relevant experience will be considered. Salary is received from the foreign authority.

AUSTRIA
Applicants must be native speakers of English. They should be fully qualified secondary teachers with at least five years' experience. Fluency in the German language essential. Salary: AS 12,366 per month. Appointments are in all types of secondary school.

BAVARIA
Applicants must be native speakers of English, holding a degree and teaching certificate with at least two years' secondary teaching experience. Minimum age 24. Fluency in the German language essential. Salary: on German scale, SAT II, DM 2,220-DM 2,943 approximately per month. Appointments are in Gymnasien.

DENMARK
Applicants must be fully qualified teachers with at least two years' experience teaching in the 11-17 age range. They should be single, aged between 25-35. Knowledge of Danish language not required. Salary: Dkr 73,328-Dkr 82,620 per annum. Appointments are to a school district; teachers will serve in a number of Folkeskoler in the district. Full details and application forms (please specify country of interest) available from:

Teacher and School Exchange Department (UA/ABD)

THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES

England and Wales: 43 Dorset Street, London W1H 3FN. Tel: 01-466 5101. Department of Education and Science.
Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 3HD. Tel: 031-447 8024. Scottish Education Department.
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Clamp goes back on curriculum

by Bob Doe

Curriculum development will be more centrally controlled as a result of the shake-up at the Schools Council.

An internal inquiry into the council's working has decided that several of its committees should go and a single chief executive replace the three joint secretaries.

The council—whose governing body votes next week on the reorganised committee structure—has decided to return to its former policy of planning most of its own curriculum projects. More recently most of the work backed by the council has been suggested by teachers, colleges, and other groups.

It will concentrate on particular fields or programmes rather than sponsoring a wide range of individual projects. The council has also decided to keep closer checks on the progress and outcome of its work.

There will be a return to the style of its early days when the council's Young School Leaver inquiries led to projects intended to lay the curriculum foundations for the raising of the school leaving age.

Council officers say there are areas that need attention and for which the council has a responsibility. These include education for

multiracial society and preparation for starting work.

The council, rather than sponsoring research and development projects in these areas for a few years, intends to embark on a series of research programmes. These will examine the issues and, with the help of committees, working groups and interested parties over several years, work towards appropriate curriculum and teacher development strategies.

The changes are not solely a result of the council's internal review that has been going on since it was attacked by the ILEA at the start of the Great Debate. For some time the council has been looking at its work. At present it has a team examining the impact of its projects and publications.

But the review body has tried to trim the bureaucracy to encourage a much more flexible and responsive approach in these programmes. It wants a lot of work to be delegated to small working groups and on end to the routine progress of research reports and proposals through a hierarchy of committees.

Whether all this will work remains to be seen. Council offi-

cial made it clear this was the bare bones of a new

calibre of the new chief

secretaries, and the

work of those appointed

committees and working

Responsibility for the

newly created professional

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other unions. But overall

finance and priorities are

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DPS and local authority

tailor.

A major policy issue

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interests are represented

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The council has begun

water on this. Question

been sent to all LEAs

and asking what their

are. And later this year

will have the results of

own curriculum review

questionnaire to local

ILEA 'remote —inefficient,' says Tory

A vigorous attack on the Inner London Education Authority was made this week by Sir Frank Marshall, the former Conservative leader in Leeds City Council, who is conducting an inquiry into London government.

After the publication of an interim report last week Sir Frank said that the 350 submissions he had received included "a heavy body of evidence about the lack of accountability of ILEA."

"It is not an elected body," he said, "and it does not have an electorate. It is not accountable for what it spends. It just asks for what it wants, and the boroughs cannot refuse to raise rates to comply with its precept."

Sir Frank said ILEA was "remote and unresponsive" and he was submitting his final recommendations next May he would consider ways of making the authority more fully accountable, both financially and in other ways.

ILEA, the world's largest local education authority, runs all local authority schools in the 12 inner London boroughs, and has an annual budget of more than £400 million. It has usually been under Labour control, and a number of leading Conservatives have made it clear that they would like to abolish the authority.

Sir Frank's statements this week have reinforced Labour fears that Mr Horace Cutler, the Tory leader of the Greater London Council, set up the Marshall inquiry in May, to add weight to the abolition campaign.

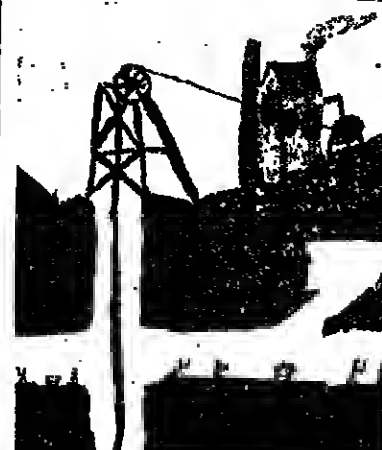
The inquiry into the workings of the GLC, has been widely boycotted by the Labour movement in London—while the Labour-controlled ILEA, the minority group on the GLC, and most Labour boroughs all refusing to cooperate.

Sir Frank said: "By 1990 ILEA will be smaller, even than the Birmingham Education Authority is today, because of falling rolls, emigration from London, and declining fertility. I am looking 20 to 30 years ahead."

Although the formal interim statement makes little reference to ILEA, it does point out: "The GLC and ILEA have been variously represented as remote, inefficient, dilatory and 'spendthrift'. I press an open mind on these accusations but the very fact that they are made so persistently indicates that there is scope for inquiry."

ILEA's 48 members comprise the 35 GLC members elected for the inner London constituencies and one each appointed by the 12 inner London boroughs and the City of London.

Sir Frank's comments were headed as "entirely unfair" by the leader of ILEA, Sir Ashley Bramall.



Through a child's eyes: from Lord Asa Briggs's booklet.

More women go for O levels

More mature women than men take O levels, according to the annual report of the Manchester-based Joint Matriculation Board, which sets GCSE exams.

Among 25,000 entries for the board's O and A levels came from candidates that were over 19 in 1977. More than 8,000 of the 14,000 taking O levels were women, the largest group (3,120) were aged between 21 and 25. But among the 11,000 taking A levels, men outnumbered women by almost two to one.

The total candidates for the JMB's exams last year exceeded a quarter of a million for the first time. This was an increase of 7.5 per cent on 1976.

Beauty even in the ugly

Children can benefit from an environment even if it is particularly beautiful or ugly. Lord Asa Briggs says in a booklet published by the Heritage Foundation, of which he is chairman.

The young environment, a description of the Asa Briggs Project, "one of the most interesting and exciting projects I have encountered," says Lord Briggs's introduction.

Schools in the country were invited to exhibit descriptions of their local environment, and the results are now being published. The project is a joint venture of the Department of the Environment and the Department of Education and Science.

Describing the project, the Asa Briggs Project, Mr Briggs says: "The project is a joint venture of the Department of the Environment and the Department of Education and Science. It is a project which is designed to help schools to improve their local environment, and to help children to understand the importance of the environment in their lives."

These objectives were set by many traditional discipline schools should also be outward looking and should be in touch with the community. The young environment project, V. Bailey Heritage Group, 17 Carlton House Terrace, London SW1Y 6AN. Tel: 01-834 1111.

SPECIAL ANNOUNCEMENT

New Themes for Education Annual Conference Chairman Mark Braham Images for the Future 3rd - 8th April 1978

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Henry Stollmeyer, Professor of Philosophy, University of Michigan
Peggy Capra, Author of The Tao of Physics
Ian Gordon-Brown, Director, the Centre of Transpersonal Psychology

Edward De Bono, International President, Author of Lateral Thinking
James Robertson, Author of Emotion and Sex
Ed Ruman, Director of International Education
Liz Greene, Psychoanalyst
Ronald Eyre, Transpersonalist and author of The Long Search
Christian Schumacher, Project Co-ordinator, International Relations Department, British Steel Corporation

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At last, a language learning system that speaks your language.

With budgets the way they are today there's only one word you can really afford to understand:

Economy. Unfortunately, economy and language learning systems don't go together.

The average system requires a permanent room and costs around £8000, excluding fitting costs.

That is, until now. Because Sony has invented Travelab. A battery/ mains portable language learning system.

It consists of tape recorders and headphones for the students, and a console for the teacher. All of which can be fitted up and ready to use in a matter of minutes.

Then packed up and moved from room to room just as fast.

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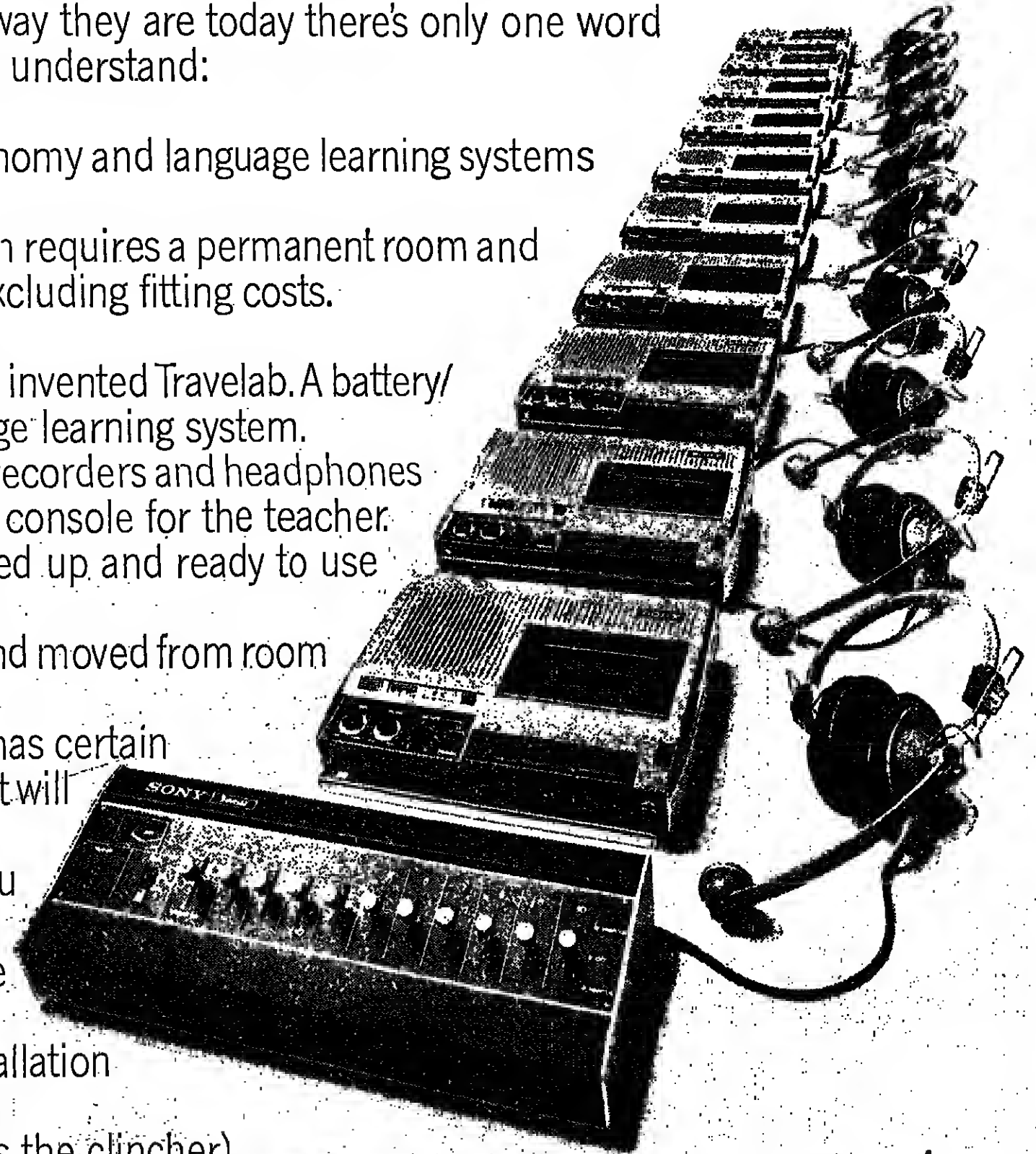
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The open sixth: many hands make relevant work

Outside links

in Tottenham help to

ensure a developing

sixth form

provides useful

courses without

robbing the lower

school. The curriculum

makes experimental

use of City and

Guilds courses.

BOB DOE reports

When a new comprehensive in Tottenham, North London, came of age this year, with its initial intake now matured beyond the 16-plus stage, a new sixth form had to be created from scratch.

Northumberland Park School, tucked in behind the Spurs football ground, faced the difficulties of a new comprehensive.

How to provide a full range of sixth-form courses in a school designed for 1,300 pupils without unfairly encroaching on resources needed by the lower school?

What worthwhile courses could they offer the less academic sixth form?

Their solution was to look outside the school for groups to share the burden. They built links that have resulted in A-level classes shared with other schools; work experience for pupils in local firms; courses linked to those of the local technical college; and an introduction to industry and commerce through the City and Guilds semi-vocational foundation courses.

With only one term's sixth-form experience behind them, it is too early to pronounce on the success of these experiments. But in an area where schools are almost under threat of losing their sixth forms to sixth-form or tertiary colleges, Northumberland Park is an interesting example of what can be done to make sixth forms work when they might otherwise be thought too small.

Mr Keith Haddock, the school's sixth-form director, believes the curriculum lessons being learnt will be relevant even if, in the long run, the borough in which the school lies eventually opt for sixth-form colleges in place of all-through, 11 to 18 schools. And for some pupils the City and Guilds foundation courses are entering as an alternative to the CBE.

Northumberland Park's first intake was a small one, in only about 70 pupils entered the new sixth form this year. Next year they expect twice as many, but even for this first, special year they declared few concessions should be made against the wishes of the rest of the school.

Even so, students had a choice of 16 A-levels or a variety of one-year courses based on O-levels, the Royal Society of Arts secretarial exams and City and Guilds courses.

Only about 30 are taking A-levels and to help spread the burden of such small classes the school has swapped some with neighbouring comprehensives. This year English and History students from Tottenham County School join those at Northumberland Park, and Northumberland Park economics students are going over to Tottenham County.

"There are difficulties with timetabling, but we hope to negotiate further links of this kind," Kevin Haddock said. Modern languages were one likely area for such cooperation.

"An important safeguard is that neither school should be allowed to feel that they have lost their A-level students altogether." There were many ways of avoiding this, he said; taking it in turns to run the course as one or, as in this year's English course, arranging for some tutoring to take place in each school. "Sharing courses like this can ease schools' accommodation problems, too."

Some schools had been slow to appreciate the advantages of these links, he said. But with falling school rolls and the unpopular prospect of sixth-form colleges, more might be motivated to "go" such arrangements.

But where Northumberland Park are really pioneering is with City and Guilds foundation courses; these are still unusual in schools.

During the year Kevin Haddock was given a number of possibilities for the one-year sixth-form. He observed that O-level repeat or upgrading courses had a poor success rate—an observation recently confirmed by the National Foundation for Educational Research.

He wondered if the Certificate of Extended Education (CEE) would ever take root, and eventually decided that the City and Guilds foundation courses were a better bet. City and Guilds is an acknowledged body known for its world of work and work experience in the vocational side of the curriculum.

Clearly others are beginning to think along these lines. A recent survey of 100 schools in the south-east found that 70 per cent of them had links with the City and Guilds.

The half-dozen letters Kevin Haddock receives from heads every week asking if they can come to see the City and Guilds Courses working at the Secretary of State, Mrs Williams, has recently set up a committee to consider the viability of CEE. Part of the committee's brief is to look at City and Guilds courses as an alternative.

The CEE is not inward looking, whereas the City and Guilds is the start of something for many of these young people," Mr Haddock said. The certificates they gain at the end of their vocational courses had hard currency value in the world of work. The courses gave students a chance to find out what was involved in any industry they might be interested in without being too committed to any part of it.

They were positive and fresh, not just part of unthinkingly anything on at school. Students were not encouraged to do this unless the school could offer them something; a point that was confirmed by one boy on a City and Guilds engineering course. "I was invited to leave at 16 and take an apprenticeship in a garage," he said. He came back only because no such apprenticeships were available—although he is pretty certain of one now after the C and G course.

Employers were interested in young people who had shown they were keen and enthusiastic about a sixth-former's offer. One-year of seven O-levels, but encouraged to think more positively about taking some sort of step towards a career.

The other one-year courses offered at Northumberland Park include secretarial studies, combined with City and Guilds O-level, and City and Guilds courses in commercial studies, engineering, science and food industries. This year only the secretarial, commercial and engineering courses were in demand and next year a City and Guilds building and construction course will be offered.

The secretarial and commercial studies courses include RSA exams in office skills such as typing and office practice as well as a term's work experience, when local firms employ them in a variety of jobs.

These contacts are proving invaluable in getting these young people jobs later on. Several firms have been so impressed by their students that they want them back, or even try to poach them off the course.

The engineering course is run jointly by the school and the local technical college. The school workshops specialize in motor engineering while the college give an insight into other forms of the trade, such as electrical engineering.

The school also provides the other components of the sixth-former's course. General studies, called main studies at Northumberland Park, takes up a quarter of all sixth-former's time. In addition to the City and Guilds courses, general English and mathematics are specially geared to their vocational needs.

But this vocational orientation does not mean that the work is non-academic or routine. The English work, for instance, is based on projects such as composition of a set of clear instructions for a piece of equipment used in practical work, or making a video of a simulated job interview to highlight errors.

The students seemed to respond well to this approach, comparing it favourably to the English and SMP mathematics they had done before, though they shared the common dislike of most for general studies.

One boy summed up his appreciation of the course: "We know we will use the things we are doing now when we get a job."

The alternative, the allegedly "real" sixth-former's course, held little attraction for them. Some had from their links courses in their first year and felt they would not be taken care of as they were a school. Others had left at 16, though, to go to courses the school could not offer.

At the end of the first term, however, morale remained high. Though there were some too deep sleepers, they had taken their first steps towards making themselves relevant to the world of work.



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A fresh start with numbers

Concern at learning vacuum in hospitals

Education for children in hospitals inadequate, according to a report by the National Union of Teachers

Fred Jarvis, the union's general secretary, writes in the introduction to the report, *Hospital Schools—a challenge for education*, that in many children's wards "education is provided, and even when it is, resources are frequently stretched."

Education, he says, must be continued in hospital. It not only helps an important part in the children's development, but it can be crucial to progress and recovery.

In any one night, says the report, there are three-quarters of a million children under 14 in hospital. In 75 there were 159 hospital schools in England and Wales staffed by 1,150 qualified teachers to teach 9,672 pupils. Although the number of children in hospital remained constant since 1973, the number of teachers has decreased by 7 per cent.

The NUT is concerned about the standard of education for children in hospital. At best, says the report, it is inadequate, at worst, non-existent. Out of a total of 816 children's wards surveyed by the National Association for the Welfare of Children in Hospital, only 50 per cent provided schooling by a trained teacher. Children under five fare badly, as do the 16 to 19-year-olds, in hospitals for the severely subnormal.

The union is "appalled" by the number of handicapped children who have to stay permanently in hospitals, in some areas because there are no places for them in residential special schools.

Recommendations, which the union says should be implemented immediately, include provision of suitable premises away from wards for educational activities, with sufficient storage space for books and equipment, specialist teachers for certain academic subjects, the same conditions of service, pay and holidays for staff as for teachers in special or ordinary schools, in-service training which could lead to a diploma.

Hospital schools—a challenge for education? NUT, Publicity Department, Hamilton House, Mableton Place, London WC1S 8DD. Price 15p.

Pay may lure heads to TUC

Affiliation of the National Association of Head Teachers to the TUC will be debated at its annual conference in May. The association, with 19,000 members, represents about two-thirds of state school heads.

Mr Arthur Tongue, county secretary of the Association's Hampshire branch, is leading the move. In his article in *The Head Teacher's Review*, Mr Tongue says the main argument in favour of affiliation is the influence the TUC has on national pay policy.

Labour governments have made it clear that national pay policy and related matters they will not consult individual unions outside the TUC. The indications are that this policy will continue.

The main fear of members against affiliation, said Mr Tongue, is that affiliation to the TUC could prejudice the political neutrality of the NAHT.

But he points out that if the union did affiliate it could, and would, avoid participation or even acquiescence in blatantly political decisions.

It is also possible for a union to go to the TUC but not to the Labour Party. In 1978 the TUC had 118 unions in affiliation, whereas the Labour Party had only 61, he added.

He concludes that the argument that the NAHT is too small to have any significant influence in the TUC applies to some extent to its membership on other national and policy-making bodies in the educational world.

Tories take stand on morality

A Conservative Party campaign on religious, moral and civic values in schools was opened this week by Mr Norman St John-Stevens, Opposition spokesman on education.

Public meetings are to be held in major cities in alert parents to the potential dangers of extremist teachers said to be set on destroying civic attitudes and subverting morality.

Mr St John-Stevens said this week that extremists of right and left would promote their ideologies if other teachers neglected to ensure that schools transmitted "the essence of what constitutes our civilization and culture."

It was the school's job to make sure that every child had a sense of values.

"We do not believe that the educational system exists to promote dubious schemes of social engineering, much less to promote particular political doctrines, but rather that its purpose is to enable every child to develop his or her talents to the full for their own good and that of society, and to enable them to share in the inheritance of cultural and moral values."

"If teachers and schools neglect this part of their work a vacuum is created which will not remain empty for long, for into it sinister and undesirable forces will move."

Extremist ideologies of left or right are likely to be promoted or



Mr St John-Stevens: "Neutrality is not enough."

what is in many ways worse, a view of life promoted, which is amoral and valueless.

"A generation could grow up both ignorant and uncaring of our cultural and ethical heritage." Teachers who were members of the National Front and Socialist Workers' Party were singled out by Mr St John-Stevens as examples of "barbarians" who sat in a book-lined study wielding nothing more lethal than a ballpoint pen, but who were no less dangerous for that.

Religious education should be renewed and revitalized.

Britain was overwhelmingly a Christian country, he said, and Christianity should be the model for religious education. "It should retain its central position in any scheme of religious education but other education should also take

account of other religions, and civics which our own life has been enriched."

Moral education should also be emphasized. The third area was civic and political education. Mr St John-Stevens said a double danger was looming. "Either the subject will atrophy and die and we will be faced by a generation of political illiterates, or it will be explained by those who wish to mislead it for totalitarian ends."

Political parties should decide together what was the best way to tackle politics in schools, he said.

"There must be freedom and variety but there are some subjects on which neutrality is not enough. We must legitimately expect from those teaching civics in our schools commitment to the crown and constitution."

As well as holding regional conferences of parents, local government representatives and teachers, the Conservative Political Centre will also canvas opinion among its 500 branches. In addition, four public lectures will be held at the House of Commons in April and May and a conference on the future of the arts will be mounted in London in June. The arts, Mr St John-Stevens said, were a principal source of spiritual experience for many people today.

Stephen Cohen

Metrication: 'keep foot in both camps'

Schools should revert to teaching imperial units alongside the metric system, said Mr Andrew Mackay, Conservative MP for Birmingham Stechford, last week.

In a letter to Mrs Shirley Williams, the Education Secretary, he said that a survey carried out at an unnamed Birmingham comprehensive indicated that most schoolchildren were not familiar with the old units of measurement.

About 75 per cent of those interviewed knew their weight in stones and pounds, he said, but they did not know what a stone was in pounds or even how many pence equalled a pound. And 80 per cent did not know that eight pence equalled a gallon.

"The outside world, and more particularly industry, is still thinking in imperial units." It could take 20 or 30 years before most companies were fully converted.

A spokesman for the Department of Education said it would be confusing for children to be taught two systems simultaneously. In the Administrative Memorandum sent in 1968, the department had said it was "not practicable to continue to use both systems indefinitely." In any case, the Secretary of State could not intervene directly.

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- 6.30 pm British Academy Burlington House, Piccadilly W1
- 9 Feb Dada and Mysticism Richard Sheppard (University of East Anglia)
- 16 Feb The Chosen Object Elizabeth Cowling (University of Kent)
- 23 Feb The Surrealist Vase Dr Roger Cardinal (University of Kent)
- 2 Mar Ailes and Rhythms of Surrealism Dr Robert Short (University of East Anglia)
- 9 Mar A Lamentable Expedition Surrealist Painting 1923-1945 Dawn Adams (University of Essex)
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Further details: Freddie Lavender

Conference Sec. NAME

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Holland staff take first steps

Veterans of the past few years' struggle to help unemployed young people have been brought in to train the civil servants who will run the new Holland programme for school leavers.

More than 200 of the men and women chosen to staff the programme's 26 area offices are undergoing three-day courses at the Civil Service College in Sunningdale, Berkshire. They include all the area managers and heads of the link teams whose job it will be to cooperate with local education authorities and other organisations.

Sensitivity is the word which comes up most often in the lectures and discussions at Sunningdale. Senior Manpower Services Commission executives like the head of the programme, Mr Geoffrey Holland (who opens each course), impress on staff that they must be sensitive to the needs and feelings of the education service, employers, voluntary organisations and, above all, the young people for whom the programme is being run.

The courses provide full instruction in the complex mechanics of the programme, but they also stress



School
to
work

by Mark Jackson

the social implications and public relations.

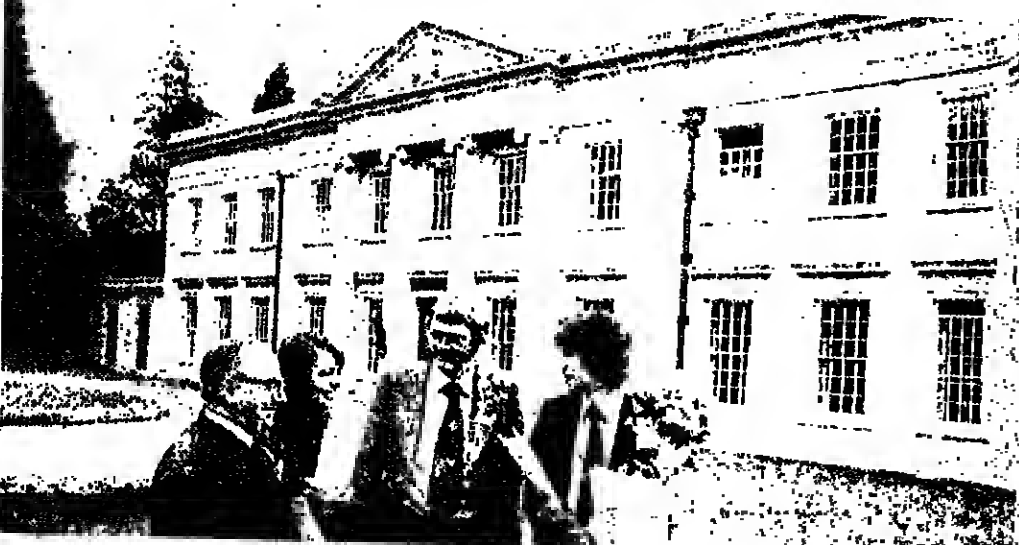
Students are reminded continually that the priority is to meet the needs of individual children rather than to run a rigid bureaucratic operation. Among the visiting lecturers who try to help them understand the needs of disadvantaged young people are a black community worker from North Kensington, an industrial chaplain from Dundee, and an Irishman employed by Iron-masters council to help disadvantaged teenagers find work. Careers officers and a personnel manager

from a big Liverpool firm fill in the picture.

An experienced and leaders has come from Services Commission has been running job centres for a couple of years. It is not the staff who have been from other civil service departments of employment, manpower agencies, or from young women their 20s to middle-aged have spent most of their over departmental, though many of them have fairly varied experience power work probably

Commission officials motivation and communication factors that they look for choosing the staff. The most of them are the 1100, a former unemployed fit officer who has been programme because he wants more than anything to help the young unemployed.

There has been much the commission, of which whoever could be was a rush of volunteers programme which covered vacancies.



Learning about deprivation in opulent surroundings: a group at Sunningdale College.

Push to give EEC youth group a part in decision making

Negotiations in decide what say Europe's youth is to have in the decisions of the European Economic Community have begun. In Brussels, Youth organisations and commission officials are arguing out the rights and powers to be given to the new European Youth Forum.

The forum, in which Britain will have six of the 123 representatives, will meet for the first time in June. It will have its own permanent headquarters in Brussels, with a paid secretary. Three commissions will deal with problems affecting young workers, cultural matters, and political questions. Ample funds are being provided from the EEC budget.

But the international team which represents the member organisations in the negotiations with the commission is determined that the forum should not become merely an ornamental appendage to the Brussels bureaucracy. The members are pressing for the commission to make good the declaration of leading EEC figures, including Mr Roy Jenkins himself, that means must be found to enable young people to play an active part in EEC decision-making.

With influential bodies, such as

the youth section of the European Trades Union Congress, represented on the team, the commission will find it difficult to avoid agreeing to their demands. These include a formal right to be consulted by bodies such as the Council of Ministers and by the commissioners on all matters which affect young people.

The full assembly of the forum will meet only once a year, but in between its affairs will be handled by an executive of 20 members representing the national youth organisations of each of the member states of the EEC and 10 of the international youth bodies.

The British Youth Council, the body funded by the Foreign Office which represents Britain's national youth organisations overseas—and, increasingly, in their collective dealings with the Government or home—is about to begin the formidable task of trying to get its members to agree on how the six places in the forum should be allocated.

Whatever formula is found will have to reconcile the need to represent the national interests of the Scots, Welsh and Northern Irish as well as political aspirations which stretch from the Young Conservatives to the Young Communist League—and perhaps a bit further.

Break out of restrictions, Britain is told

Part-time vocational and training should be in some schools, says a conference on British year-olds held in June.

The conference, organised by the Organization for Economic Cooperation and Development, Department of Education, brought together national representatives from Britain, Scandinavia, Germany.

They concluded that the system which restricts vocational training to further education should be changed. The one step towards a coherent system of education and training for all 16-olds.

The Holland scheme, a five-year breathing plan should take place while the age group is increasing in size.

The group also recommended short sharp national surveys of students' attitudes and employment, affecting further schools, of the exam ways of improving education and industry.

Army support lost

The Youth Service stands to lose more than £750,000 worth of activities, not equipment, tents and canoes — when the Army disbands its youth teams next year, according to the National Association of Youth Clubs.

It has asked the Prime Minister to reconsider the decision. A spokesman said: "For the Army, this is a matter of resources, but for us it is the loss of a tremendous resource."

MSC takes over colleges group

The Training Services Agency, patron of further education colleges all over Britain, will cease to exist at the end of March. Mr Albert Booth, the Employment Secretary, has formally announced that the agency, and its sister organization, the Employment Services Agency, are to be absorbed into the Manpower Services Commission.

The training and placement services they have provided will now be run by separate divisions of the commission. In the field by the manpower directors whose appointment was foreseen when the agency was set up in 1974. The three divisions will operate the special programme for the unemployed. The three divisions will be responsible to Mr John Gifford, the commission's director, and will become its direct employees.



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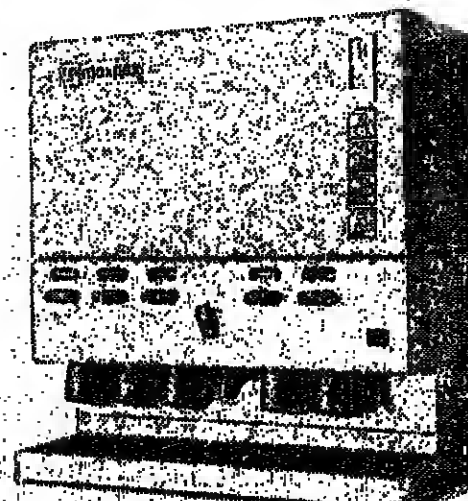
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Watch that pamphlet

Sir,—In his article in your issue of January 1912, Mr. Gerry Fowler gave me the figure of £21,285 as Kent's expenditure on what was described as "evening institute provision" and contrasted it with a figure of £1,191,272 spent by Surrey. I am afraid that once again national statistics have proved misleading, although this is clearly not the fault of Mr. Fowler.

The fact is that the evening institute is only a small part of the authority's adult education provision and they are attached to adult education centres. Kent in fact spends on the Adult Education Ser-

vice more than £14m. (not)—more than £2m gross—which bears comparison with the expenditure of any other authority in the county. Kent has already done a good deal on its own initiative to follow up suggestions and proposals in the Russell Report; for example, despite the very difficult financial circumstances, it has strongly developed the assistance given to the "disadvantaged" and made its own provision for residential adult education.

W. H. PETTY,
County Education Office,
Kent County Council.

More meaningfully employed?

Continued from previous page

and fifth-year pupils whose learning is motivated chiefly by their growing involvement with the adult world, and the perception of their role within it.

At any suggestion of a more vocationally-oriented curriculum, academic hackles start to rise. But what might it actually mean? Simply, "vocational" recognizes the school's responsibility for preparing young people not for a particular job, but generally for a social and an economic role as well as for individual self-development.

It means an even firmer adherence to a broad curriculum: the need for competence in English and maths is more urgent than ever, but so, too, is an understanding of some basic social, economic and political features of society. Pupils should not be allowed to drop science before 16, nor those subjects that encourage skills of hand and eye. Too often the timetable offers either Technology or French, Technical Drawing or History.

However, if the subject labels remain largely unchanged, we would do well to refocus the content and approach. History and geography, for example, may well be suitable vehicles for gaining a better understanding of our society, but often they are not. The right choice of example is almost as important as the choice of syllabus (it might explain why science teaching tends to lead towards academic studies rather than practical applications in industry—a point from the Prime Min-

ister's speech); the balance between the analytical chipping up of knowledge and opportunities to build up new knowledge needs fresh adjustment in many lessons; is too much time spent on individual work at the expense of constructive collaborative work?

One of the big opportunities of the raised leaving-age is still a dream, and will remain one until schools and employers work more closely together. The fifth year should allow pupils to move out from their stable school base into a variety of different environments to "try on" different jobs to see how they fit, without having to make a commitment to any one.

It should be a year for experiencing the world of work in its widest sense—not just factories and shops, but community institutions too: hospitals, libraries, nurseries and so on. The provision must go beyond the museum's visit, and become part of a statutory requirement for all pupils to participate in work experience that is thoroughly assessed, contributing to the school's report on each leaver, whether for an apprenticeship or an Oxford scholarship.

The success of any work experience scheme depends not only on the cooperation of employers and a good careers service, but on each school's careers guidance work, which must be an integral part of its structure. From the third year onwards, pupils must be encouraged to match regularly their aims and ambitions with the realities of their academic and social development, and with opportunities in employment and education.

For many young people, the large element of stultification in school learning ("This morning I want us to imagine

that . . .") prevents their involvement in learning: it is too many stages removed from their own experience. We cannot ignore the examples from John Creation and Work Experience schemes of young people, labelled as failures when leaving school for the job queue, who show how much they have to offer when given the opportunity to do a constructive job of work. Need we wait until they have experienced rejection and unemployment?

Is not the message for schools to close the gap between pupils thinking about things, and having the chance actually to do some of them? With this in mind, many schools have developed excellent links with FE colleges (sometimes working towards the City and Guilds Foundation Certificate); but too often these courses have been the first victims of financial cuts.

Can we not go beyond work experience and link courses, to seek an alternative path to success for those pupils for whom the accepted examination route is one of guaranteed failure? That handful of low-grade CSEs may represent an important personal achievement for pupil and teacher, but not to an employer, whose attention it diverts from other potential qualities that may come to light only in the job.

It would be difficult, but not impossible, to give some pupils secondment into employment for a significant part of their fifth year. They would remain the school's responsibility, and would continue to study for part of the week there (possibly with more meaning, whether the subject were metalwork or moral education).

At the end of the year they could be certain that the joint report written in

their work, attitude and behaviour, firm and the school would be a reality. It would contain an important statement that would be absent from a school's usual statement of exam results.

Even to make a small dent in the barrier that exists between learning and working will require a degree of operation between schools and employers that might need encouragement on a national basis. A great deal is being done already in many areas, and the record of school liaison, nationally and locally.

It is encouraging, too, to see the two national projects (Schools and Industry Project and Under-16s) are being solved through hard work. What we need is a redefinition of "employment" around strong local connections, industry and commerce open up schools, then schools will be exposed their curriculum to give a higher priority if we are to enjoy the fruits of a more leisurely economy.

The Green Paper states that the number of demanding tasks in the curriculum planning process at national and local level, and the need to ensure their points of view are taken into account. In many areas, with the social needs of minority already happening, and serious groups and the very young and old, then is being established, particularly in the case of the young, to create a society in which education is not an end in itself, but a means to an end.

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concerns the mobility of labour: at present there are around 10m job changes each year in this country. This fact should strengthen further our rejection of narrow job training in schools.

But are there certain generic skills that can be employed in a number of very different jobs? Studies by the Training Agency suggest there are; it is important that schools should be made aware of their nature, so that they can consider the implications for their work. A second problem is the cloud of unemployment, which will not clear even in the improved forecast for the economy. Predictably, we are hearing the cry for more leisure education—but to whom does leisure offer security, independence and a sense of purpose? How can we afford such a self-centred solution when there remain so many problems to be solved through hard work? What we need is a redefinition of "employment" around strong local connections, industry and commerce open up schools, then schools will be exposed their curriculum to give a higher priority if we are to enjoy the fruits of a more leisurely economy.

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Educational supplement

Tim Albert on the rise and fall of an experimental school for black children in Lewisham

Just a few minutes away from the site of last summer's appalling race disturbances at Lewisham, a small educational project aimed at improving the performance of black children has had a difficult time.

Its mixed success, which included a considerable amount of bitterness from a group one would expect to have enlightened attitudes towards the black community, suggests that one of the most important lessons to be learnt is how emotive the issue of race is, and how it can distort what would otherwise be the most unremarkable events.

The project was for a year-long supplementary school, which would take

place after school hours for about two hours a week, and would be for black children only. The thinking behind the project was simple enough: Basil Manning, one of the organizers, talks of the education of black youth: "When they get to the point of leaving school at 16 they have taken to themselves a culture which they now find rejecting them. At the same time there is developing a rift between young black people and their parents."

The organizers of the scheme, the North Lewisham Project, already had a stormy, if brief, history behind them. Founded in 1974, initially for three years, with money from Lewisham Council, Urban Aid and the Allen Lane Foundation, its first 18 months saw various resignations, including that of Basil Manning, and then his reappointment as senior community worker in charge of the project.

A South African and former chaplain at Edinburgh University, he says there had been policy differences. "The original policy seemed to consist mainly of handing out help. I see our main error as not an advice centre or as giving immediate help, but as developers running projects which would look at long-term solutions."

The idea of an experimental supplementary school had been one of his original proposals; he had suggested it following visits to local schools. He says he was worried that black children were underachieving, that there were in the classrooms "books that were blatantly insulting to them", and that there was a lack of suitable materials for children who wanted to do projects on subjects such as Jamaica.

"Many teachers didn't see there was a problem", he says. "But by their own admission they hadn't been trained to teach in a multi-racial society. That was nothing new. All of it had been said before. But the new development was the number of supplementary schools starting up."

They decided to set up and run their own as an experimental project. "Everybody agreed about the problem. We wanted to point out some of the practical solutions. On the basis of leaving alone, we would be able to go to the schools and talk to them not from an ivory tower, but from practical experience. We also wanted to press our recommendations at every possible level." They finally got backing from the City Parochial Foundation and from the Community Relations Commission, to the tune of £1,900.

An education officer was appointed to run the scheme, and in late 1975 they contacted the school next door for suitable children. The 240-pupil John Evelyn School, whose parent Victorina frame could be clearly seen from the project's offices, was run by a white South African liberal, who at the time was enthusiastic about the plan. They asked her and her teachers to suggest children.

This was when the first friction arose. The project officials say they made it clear that the scheme was for black children, and that the conditions of their two grants laid this down. The teachers refused to discriminate, and put down the issues of black and white children. Not surprisingly, they now say that the project was discriminatory.

The project got under way with 25 seven to 11-year-olds, mainly but not exclusively from John Evelyn School, in November, 1975. It lasted for about a year. As well as the 25 children, there were five teachers (three black and two white), and a budget which worked out at a mere £80 per child per year. The school took place on Wednesday evening in the project's offices: "not the most comfortable of places, but parents didn't want it to take place in the school", says Basil Manning.

One interesting thing that emerged was a rift between the African and West Indian children. "They felt quite alienated by the materials", says Basil Man-

ning. "We tried to teach them separately, and to introduce topics related to Africa as a whole. In doing that we found the stereotypes that the West Indians had about Africans: the little Black Sambo view of the native, and all that. The whole thing was an education of how children can become alienated by the teaching materials you use. In the end the African kids started rebelling, and became disruptive."

Other problems that arose were the lack of space in the buildings, the short time available for lessons, and the difficulty of explaining to other children and their parents why they were not allowed to take part.

What did it all achieve? One mother of an eight-year-old West Indian said her son had not been getting on at all well with his teachers. In the supplementary school they were able to spend more time with him, he was interested in the work because it was about Jamaica, and he had gained confidence. Even his speech, disrupted remarkably on the improvement, she said.

"We started it as a demonstration project", says Basil Manning. "I think we did manage to demonstrate that it is possible with a little initiative on the part of teachers to integrate within the classroom work relating to black children. We have given in our report examples of some of the things that teachers with a little bit of imagination can do. We have shown that the kind of books we need for juniors are not immediately available. And we have now convinced the LEA that it is an urgent task."

The project also spawned a lengthy report, published in February, 1977. Its long list of recommendations included: the suggestion that the LEA appoint a teacher to be responsible for underachievement among black children (one has already been appointed); that there should be improved teaching materials for young black children; that there should be urgent attempts to provide in-service training on the problem. They also recommended that home-school liaison teachers should give more time to home visits, and that there should be increased participation of parents in classrooms.

The John Evelyn teachers saw this as direct criticism. Their feelings finally broke out after the *Daily Mirror* seized on the remark to the report that West Indian children were portraying themselves in their paintings as white. ASHAMED OF BEING BLACK ran the headline, and the story started: "Some black children are so ashamed of their colour that they are pretending to be white."

The teachers were furious. One told one that she thought the project had been undertaken in an unprofessional way, and that she had been criticized (by implication at least) without anyone bothering to see how she taught in her classroom. She also felt that the children had been used as pawns—chosen to back up a political statement, rather than to be helped.

Shirley Brood, the headmistress, makes efforts to be pacific. But in doing so she reveals her dissatisfaction with the project. "Do I regret it? No. People have got to find out. . . . And it is good at least that the children had extra attention. . . . But some of the teachers feel that the materials the children used on the project were not necessarily related to their needs, at their age. We were also sorry that an interpretation was given of children's work that was not necessarily accurate."

Basil Manning also tries to smooth things down. "It was not an indictment of the school, but of the lack of provision generally. My initial observations were not anyway from here, but from other schools." He also admits that he could have liaised with the teachers better when drawing up the report. "We will continue our efforts to help teachers to begin to understand what confidence in being a black person is all about", he says.

One man's mainstream...

'My impression is that their proposals come at this time because they recognise that youngsters are already doing politics, but fear that they are doing the wrong politics'. Nigel Wright assesses the discussion document on political education written by two HMIs

The debate about political education cannot be rushed to an easy consensus: it will be a long steady one, and for that reason the recent paper by two HMIs (reprinted in the TES, November 25, 1977) is to be welcomed as a thoughtful, gently provocative and stimulating contribution. Few will doubt their premise that we are not adequately preparing youngsters for their political responsibilities. But there are many problems which the HMIs were not able to raise.

From my own vantage point the key practical problem is this: how might we expect the pupils themselves to react to the formal inclusion of politics in the curriculum? Attempting to answer this question leads us to consider fundamental theoretical problems. For the HMIs' paper is evidently based on a "commodity" model of education: knowledge, attitudes and skills are seen as things, and education as the process of feeding packages of these things to the pupil.

They, to varying extents, consume these packages and thereby become more educated. Hence the metaphors commonly used: to "give", to "pass on", to "transmit", or "provide" education. In this view the two key questions of pedagogy are what packages to supply and how best to get pupils to digest them. The HMIs' paper is concerned with the former question but hardly at all with the latter.

Yet it is in facing this second question—how to get pupils to consume the package—that we encounter problems which cast doubt upon the whole validity of seeing education as a matter of passing on packages. Quite simply, I doubt whether the generality of pupils will swallow a politics package of the type proposed. Political education will be seen

by far too many as merely another boring subject or boring topic within an already boring subject, to be endured at best or rebelled against at worst.

All the more so if we recognise that, despite any ostensible intentions, by the time political education has worked its way down the hierarchy to the average class teacher, it is unlikely to consist of much more than ex cathedra moralizations, and charts illustrating the role of the TUC.

The HMIs talk as if politics was just a matter of people holding different views. For them it can be intellectualized and abstracted. Hence their emphasis on "concepts", "understanding", "attitudes". But politics (unlike maths) is as much about power and action. If there are some people who sit around finely honing their views until they feel ready to launch into action, many more people develop their views as a result of the experience of active power struggles. The quest of today's idealists is not for stances but the power to change things.

The separation of views, attitudes and knowledge from action is a traditional characteristic of our education and, arguably, a crucial weakness of it. "People are seeking, and claiming, their right to discuss and to choose", say the HMIs. They are also claiming their right to act, and this is as true of school pupils as of any other group. Even truancy, indiscipline or refusal to learn—to mention only the most negative expressions—are forms of political action.

There are indications that the HMIs recognize this in their paper, but their hint that school councils can take care of this side of things is hopelessly inadequate. In every case I know of the school council is used as a device to thwart the pupils' urge for action rather than encourage it. The lesson we need to learn from the classrooms—at least inner city classrooms—is that many pupils there are co-gassed, actively or passively, and usually inchoately, in resisting those who have power over them: teachers, and the whole machine that backs us.

For when we consider manifestations like the National Union of School Students or punk rock we have something as clearly political as the Liberal Party conference or a wholehearted co-op. My impression is that the HMI proposals come at this time because they recognize that youngsters are already doing politics,

but fear that they are doing the wrong politics.

Far despite their very neat footwork, it is not as simple as the HMIs would have us believe to sidestep the question of what is good politics and what is bad. Isn't it because such consensus as hitherto prevailed is collapsing that political education has been mounted in recent years? Because of this lack of consensus it will prove virtually impossible to reach agreement on the details of any package introduced as political education.

It is clear from their report that the HMIs are not so much interested in moving forward in a search for an entirely new consensus—a search in which adolescence might play a real and active role—but in making a somewhat desperate attempt to reassert the old consensus. For example, they say: "British democracy is parliamentary and rests on national parties." But surely the problem is that the national parties have no purpose for the resolution of the difficulties which beset us, other than utopian measures to deal with the superficial symptoms. Some of the most interesting political developments are taking place quite outside political parties and institutions: the women's movement is, perhaps, the best example.

Whatever the HMIs believe, Shirley Williams made her position quite clear when addressing the National Youth Bureau last October: "It seems to me crucially important that we should try to edge young people away from the extremes and into the mainstream."

As soon as we begin to suspect that these young people are not so much "edging" as "sidgling" young people one way or the other, a host of other questions are forced on our attention. Do we really live in a democracy? What defines which are the "issues of current importance"? Is "extra-parliamentary" extra-parliamentary politics to be presented as an adjunct or an alternative to "the mainstream"?

Given that many teachers and pupils are already doing politics in schools, in exactly what respects is their current performance inadequate? Could it be that do proposals for political education mark a further attempt to increase the hegemonic role of the school and, if so, have we learned nothing from Ivan Illich? Or, if we can get away from the sterility of the commodity model of education,

can that involve relinquishing the desire to use schooling for social control, can we get round the intractable problem of constructing a suitable and safe "package"? The reason is that a model that contradicts any one of a fully participatory democracy.

The commodity model sees passive recipients, not yet people, adults in general and teachers in particular have to do things in order to real people of them ("pieces of clay to be moulded" as a former president likes to put it). The ideology behind this is, of course, the empty jug, or blank slate.

The alternative view, supported largely by modern work in linguistics, that children are active agents, that learning is a positive act of creating meaning in a positive act of creating meaning.

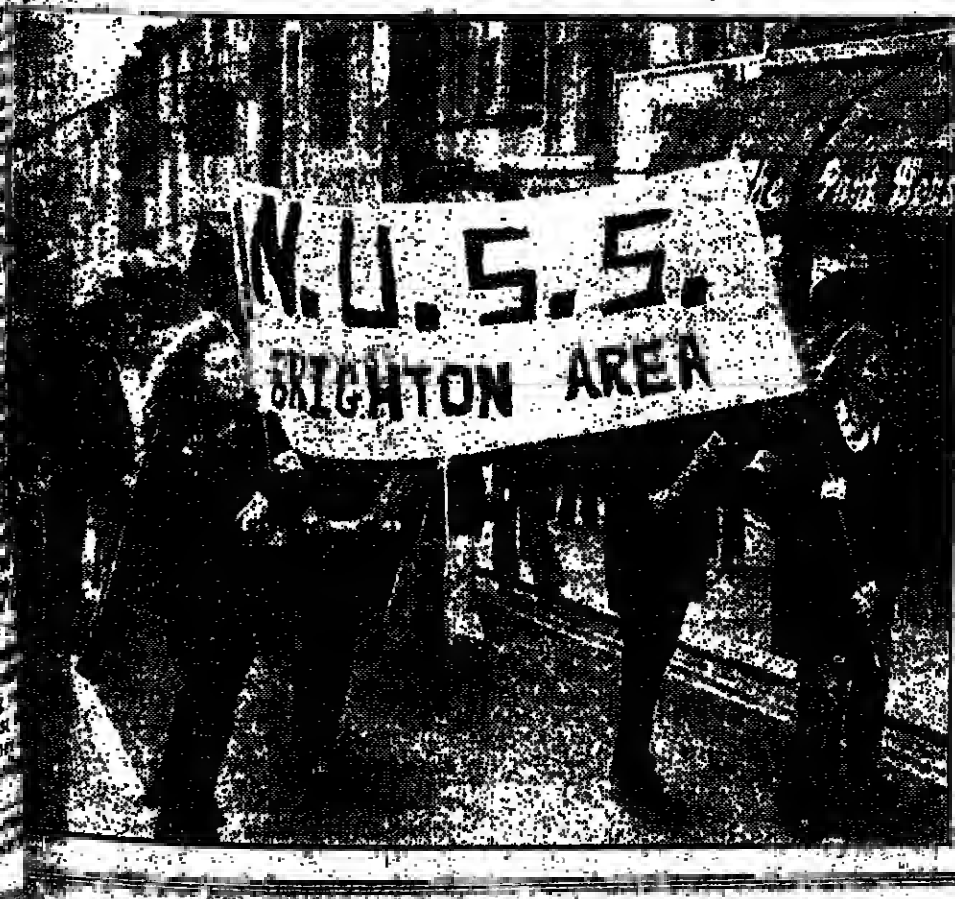
We should start then by recognizing that politics is an excellent way of mastering by learning by doing. It is a covering through active experience actually engaging in politics of a practical proposal for the use of power. One is reminded of writers who have urged that it is learnt by being tolerated, that far the interests of others is taken responsibility for the interests of others, that making compromises by interacting with others who are prepared to make compromises.

Curiously the HMIs seem to do this in their paper when they suggest such arrangements as a few non-preferred, or the end of corporal punishment, prepare for a democracy? But since the end must be a resounding no (which takes an extremely stilted, stilted view of life in a democracy), wonders why the implication is more clearly: that we will not change the way we do education.

Until we accept this, the amount of cerebral interplay which is pious with the best of us (here one thinks of the Curriculum Project), producing effective results. Adolescents are not sitting there and taking it up and away and shouting "Oh, up yours". That is politics. Nigel Wright, teacher in Upper Sixth at Heathcote School, Stevenage, Hertfordshire. He is author of *Progress in Education*, reviewed last week in the TES.



Street politics, or the art of learning by doing: last summer in Lewisham and (below) Brighton school students protest against the cuts.



Cut - - and shake gently

As Surrealism takes London by storm, Michael Clarke looks back to the sources

Dada and Surrealism Reviewed.
Hayward Gallery January 11 to March 27.
Seven Dada Manifestos. By Tristan Tzara.
John Calder £4.95, 7145 3557 5.
The History of Surrealism. By Maurice Nadeau.
Penguin 95p, 14 02 1685 5.
Passages in Modern Sculpture. By Rosalind Krauss.
Thames and Hudson £9.50, 500 23272 5.

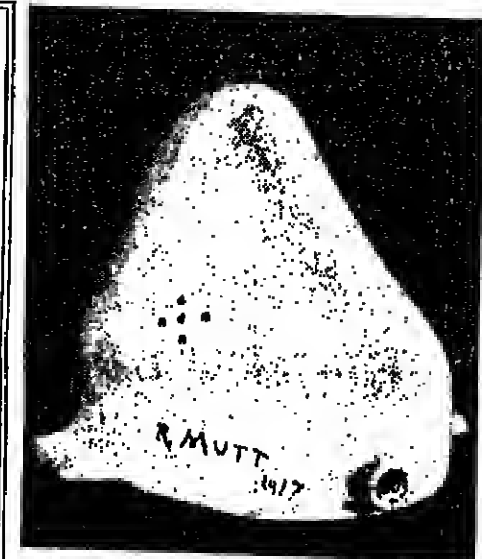
"The simplest surrealist act would be to go out into the street, revolver in hand, and fire at random into the crowd", wrote André Breton in the second surrealist manifesto. So gratuitous a gesture perfectly expresses the frustration and contempt for almost everything that surrounded them felt by the Surrealist group. Exiled in Switzerland during the First World War the earliest Dadaists had countered the madness of a civilization that could commit such atrocities with every kind of defiance of logic, reason, morality, order. Nonsense, or its simulation, became a weapon.

With the end of the war Dada was opening everywhere, even becoming politicized in Berlin, but it remained without direction, even chaotic. By 1924 Breton and the "Littérature" group with several of the original Dadaists gathered around them had turned this undisciplined outburst into a revolutionary force. Rimbaud's "Change Life", was soon united with Marx's, "Transform the World", and a deliberate programme established.

The leaders of both Dada and Surrealism were writers and their initial attack had been focused on language. Long before Michel Leiris wrote, "A monstrous aberration leads men to believe that language was born to facilitate mutual understanding", Tristan Tzara had undermined the basis of that understanding. "Logic is always false. It draws the superficial threads of concepts and words towards illusory conclusions and centres." His solution for poetry was, "Take a newspaper. Take some scissors. Choose from the paper an article of the length you want to make your poem. Cut out the article. Next carefully cut out each of the words that make up this article and put them all into a bag. Shake gently. Next take out each cutting one after another. Copy conscientiously in the order in which they left the bag. The poem will resemble you". "Convinced that 'Everything that comes from us freely, without any intervention from speculative ideas, represents us'." So wrote Breton and his friends in Paris.

With the first surrealist manifesto chaos methods - or preferably automatic writing under hypnosis, trance or other induced conditions had become dogma. "Surrealism, n.m. Pure psychic automatism by which is intended to express, either verbally or in writing, the true working of thought. Thought dictated in the absence of all control exerted by reason, and outside all aesthetic or moral preoccupations..."

"Encyclo. philos. Surrealism is based on the



Marcel Duchamp: Fountain, 1917

boiled in the superior rationality of certain forms of association heretofore neglected. In the omnipotence of dream, and in the disinterested play of thought. It leads to the permanent destruction of all other psychic mechanisms, and to its substitution for them in the solution of the principal problems of life."

A more radical rejection of established values could not be imagined. Four years later the Surrealists were celebrating the fifteenth anniversary of "the greatest poetic discovery of the nineteenth century" - hysteria.

They were also playing coquette with their other revolutionary group, the Communists. An account of the relationship between these strange bedfellows is clearly told in Maurice Nadeau's still excellent book. There was contradiction enough in the fact that communism was realist, materialist and economic while surrealism was idealist, immaterialist and psychological, but the surrealists permitted no restraint of desire. How could the rejection of any critical selection permit a responsible choice? In fact they frequently refused any responsibility for what they wrote or did. Only the rhetorical power of Breton, "The Pope", was able to keep the alliance going for as long as it did. Although the Surrealists were to remain politically involved, after 1933 they did so outside the Communist party.

The same year saw an end to the Surrealist magazine *Surrealism in the Service of the Revolution* and the adoption of not only the international, glossy magazine *Minutaire* but also of the long banished label "art". "It is from this moment", declares Nadeau, "the moment when Breton decided for himself whether willingly or not in the category of the artists, that we must date the failure of the surrealist movement." Although no one is quite sure when Surrealism died, the Hayward Gallery show follows it up until 1965.

Arranged from 19th century, such one resting on one or more of the principles produced new particular pieces. It is especially a

measured, even a scholarly affair. Wisely, an attempt has been made to recreate the capriciousness of a Dada event or the cool-socks, string and odours of Brazil associated with the Surrealist exhibitions, yet in many ways they represented much better the dynamic spirit than the works of art exhibited. Predecessors of happenings, they displayed all the characteristics of dream experiences; dislocation of time and space, unexpected connections and an apparent disregard for their audiences. The magazines themselves are exhibited along with the books, objects and works of art that these revolutionaries admired - but they are behind glass in a world of their own.

It is ironic that these two movements, begun and led by writers, should now be known internationally almost entirely by their visual works. For a long time the existence of surrealist painting was denied, despite the fact that Breton had been specifically invited to Paris by Elyard and de Chirico's pre-1918 work was widely admired. Roger Shattuck, at the end of his long introduction to the 1964 edition of *History of Surrealism*, now reprinted, wrote, "With so coherent a synthesis of the Surrealist movement, to look beyond the blunted generalities for the individual members, and above all to evaluate the works..."

Let us begin. When, finally, Breton wrote *Surrealism and Painting* in 1927 he had this to say: "I find it impossible to think of a picture, save as a window, and my first concern about a window is to find out what it looks out on." Although he recommends a "very simple model", the window notion is surely the coherent logical structure for Surrealist objects in space that the Dadaists the picture reflecting that of the artist. A picture is a window into the mind, and in her serious and brilliantly enlightening



Raoul Hausmann: L'esprit de notre temps

Nations and States: An Inquiry Into the Origins and the Politics of Nationalism. By Hugh Seton-Watson. Methuen £12.00, 415 76810 5.

Creative Conflict: The Politics of Welsh Devolution. By John Osmond. Routledge and Kegan Paul £4.95, 7100 8741 1.

Karl Marx believed that the coming of democracy would lead to class war and violent revolution. Instead the twentieth century has been the century of nationalism. As political participation has broadened in its scope, so national feeling has spread from the ruling élite to the people as a whole. The message has been mobilized for the service of the nation. Indeed, in Hugh Seton-Watson's view, nationalism has become a substitute for religious belief, "an ersatz religion".

That nationalism rather than socialism would be the strongest political force in modern states was, however, foreseen by few. Marxists could, in Seton-Watson's words, "console themselves with the reflection that the national struggle is but a passing phase to be followed sooner or later by the proletarian revolution. Yet recent history suggests that the problem is not so simple as that: vicarious socialist (or self-styled socialist) dictatorships seem always themselves to become 'nationalist', and even show this in their dealings both with persons of other nationality among their own subjects and with other states, whether these are 'socialist' or not. The influence of Marxism has thus not been to internationalise the proletarian, but rather to secure 'A nationalisation of Communism', a Marxism of nationalism."

National characteristics, then, are in the nature of things more enduring than class differences. For while it is possible to imagine the coming of a classless society, a world in which nations did not exist is hardly conceivable.

Seton-Watson's aim is not to analyse nationalism as a doctrine or ideology; for "its essence... is very simple: it is the application to national communities of the Enlightenment doctrine of popular sovereignty"; nor is he seeking to elaborate a general theory of nationalism. His concern is rather with what must be an indispensable preliminary to such a theory - a survey of the formation of nations, the rise of national consciousness and the activities of different

ferent nationalistic movements. For it is only when the complexity of nationalism is understood that we can hope to construct a theory to explain it.

Seton-Watson asks himself two questions - have nations been formed; and what types of political movement have sought to achieve the national purpose? His answers to these questions involve him in a broad, encyclopaedic survey of world history. He deals with the old continuous nations of Europe - Britain, France, Spain, the Netherlands, Scandinavia, Switzerland and Russia; European movements for national unity: German and Italian nationalism and Pan-Slavism; the expansion of Europe overseas; the Muslim Empires and Pan Arabism; African nationalism, racialism, and the diaspora nations - not only the Jews, but also overseas Indians, Chinese and Malaysians. He concludes by discussing the relationships between class, nationalism and ideological movements, and finally offers some reflections on nationalism and internationalism.

Nations and States is a tour de force, based upon an astonishing amount of reading and long reflection. Yet Seton-Watson wears his learning lightly. His book is beautifully written in a style unencumbered by jargon or technical language. He is best perhaps on the subject which he has made so much his own - nationalism in central and Eastern Europe - as he patiently unravels the complexities of those unhappy lands. No reader of *Nations and States* will ever again have any excuse for confusing Slovaks and Slovenes, Rumanians and Rumanians. Seton-Watson ought, however, to have indicated that his publishers provide him with maps, and the reader will certainly need an atlas by his side if he is to make sense of the story. Nevertheless, *Nations and States* would be a valuable addition to every sixth form or university library.

One of the issues discussed by Seton-Watson is whether Britain is a nation with its own national consciousness, or a multi-national entity composed of English, Scots, Welsh and Ulstermen. Until recently at least, the answer was clear. For whatever differences existed between these English and Scots, the vast majority felt themselves to be part of a unified British national community. Writing in 1940, George Orwell argued that differences between Scotsmen, Welshmen and Englishmen somehow faded away "the moment that any two Britons



John Lewis: The Great Boats

What is Surrealism? edited and by Franklin Rosemont (Pluto Press £5.00) presents selected works by André Breton - some published in the first time, others reprinted in print periodicals. André Breton's *First Principles of Surrealism* by Rosemont (Pluto Press £5.50) and the companion volume.

Devolution, or revolution?

Nationalism can often prove a more powerful force than Socialism. Vernon Bogdanor looks at a general survey of this phenomenon and also at a local study in depth

are confronted by a European" (sic), just as to an Englishman the difference between a Breton and an Auvergnat is non-existent. Yet Britain now faces the challenge of reconciling incipient Welsh and Scottish separatism with allegiance to the British state.

John Osmond's book on the politics of Welsh devolution takes a broad and philosophical view of the subject. He sees the struggle for devolution as involving a "creative conflict" between two different philosophies of government, the centralist philosophy according to which power is located in government, and political supremacy rests with an omnipotent Parliament; and the decentralist view which sees power as residing in individual communities. The conflict between the two outlooks must be a creative one since "it can only lead to a moderating of the position where local communities are increasingly subordinated to the uniformity, militarism and centralism of the British state".

Osmond attacks Marxist explanations of the rise of Scottish and Welsh nationalism, such as Michael Hatcher (*Internal Colonialism*) and Tom Nairn (*The Break-Up of Britain*) for failing to emphasize the importance of human feelings of identity and solidarity threatened where national differences are not respected. The appearance of devolution on the agenda of British politics reflects, therefore, the injection of new issues which might well replace those themes of class or corporatism which have so long dominated debate. For, the politics of devolution have arisen because of the belief that it is necessary to establish community rights as an indispensable framework for individual freedom.

Osmond does not, however, confine himself to philosophical generalities. He is the Welsh affairs correspondent on the *Western Mail*, and has a deep knowledge and love for Wales. He provides a fine account of the failure of regional policy in Wales, and the best detailed explanation that I have read of how the Labour Government came to be committed to a scheme of executive devolution for Wales. *Creative Conflict* would be worth reading for its account of the tangled skein of Labour policymaking in Wales alone.

Refreshingly original though Osmond's book is, it nevertheless appears to me that the author, like his philosophical progenitor Rousseau, makes rather too much of the

virtues of small communities, and pays insufficient attention to the ugly side - the narrowness, hinderance and small-mindedness which can exist in small units. In Rousseau's ideal Geneva, indeed, the theatre would be banned as a source of corruption. In the attempt to create social ties which bind men together, it may well be that the values of individuality and diversity which have always been central to liberal thought become irretrievably sacrificed. That is a danger which the Welsh nationalists have not always faced.

Nor does Osmond give sufficient emphasis to the point that modern government requires power to be located at different levels if it is to be effective. For, although small units may encourage participation, they may not be effective enough to secure the social and economic aims of government. In an age when capital, knowledge and technology have broken the bounds of national frontiers, economic self-

determination cannot be secured by resorping Offa's Dyke or Hadrian's Wall, but by a proper division of power amongst different layers. This means that the constraints of economic reality are bound to impose higher limits on possibilities of decentralization than Osmond would like.

But it would be wrong to end on a critical note. Osmond's book is undoubtedly the most refreshing that has yet been written on the subject of devolution. Its very power to provoke thought and disagreement is an indication of its merit. Let us hope that it persuades politicians to a firmer understanding of what is now and positive in the critique of industrial society offered by the Welsh national movement, so that the challenge of nationalism might prove a source of renewal, rather than disintegration, to the British state.

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TALKBACK

Linking old and young

The sixth-form help scheme at our school was started at the suggestion of a couple of students, who had several free lessons a week and wanted to help with younger children who had special difficulties. The scheme involved about 100 students from the first to the fourth years under the direction of 18 teachers. They listened to the students read, helped with handwriting, spelling, etc. Records were kept of what had been done, along with some self-evaluation. The following is a selection of comments from the 'student teachers'.

Penny Blackie, teacher.
In the sixth-form help scheme I worked with three second-year children, of whom two, although articulate, were lazy in their written work, and the other was keen to work but erratic in her writing. This posed some problems. Although they were happy to discuss a story or poem we had read, I was receiving as follow up work only one finished result; and that was hurried and careless.

I decided to start them on a communal project, on the subject of endangered species. The response was remarkable. The children were eager to find out facts on their own, which they presented to me every week. I also got some thoughtful written work out of them, focusing our attention on man's exploitation of the animal world.

The children said they thought the help scheme was most enjoyable. They liked the personal attention they were getting. I, too, enjoyed the exercise; besides helping the children I was helping myself. I was having to organize myself, having to communicate clearly and think of new and interesting ideas. It was good for the children, I think. They were intelligent, but they were stalling in their written work.

What are parents with a fairly bright child to do if they have the choice between grammar and comprehensive school? In the Home Counties town where I live, that choice still exists. I had to make it at the end of last year.

It turned out to be easier than I expected. For me the boys' grammar school so-called "open evening" for parents of prospective pupils, put the matter beyond doubt. The "open" bit was difficult to understand, as all the classrooms were firmly bolted; parents were ushered into a small hall, notable only for the hundreds of "no smoking" signs on the walls. No one disobeyed.

Ten minutes after the meeting was due to start, someone came in, mounted the platform and began talking. Few people had the faintest idea who he was—he never said—but after a time it transpired that he was the headmaster. The no smoking signs obviously did not apply to him, as he lit up a large cigar, which he puffed away at all evening.

He began his talk by laying great emphasis on the Christian teaching of the school. He spent the rest of the evening outlining a school that appeared to have more in common with the Old Testament than the New.

Most things at this school were

work. Attention needs to be given to children like this, although it is not always possible in a large class. They were not using their ability to the full.

Helen Bates, student.
The scheme is a good idea, because the children feel more confident when asking questions. You can focus on one or two children, giving the help that one would not find in a larger class. You can also get them to say a lot more, and be increasingly more expressive.

I found that the children were not so reserved about talking to, and asking questions from, someone of their own generation. When I started in the "big school" I would rather have asked someone of my own age than a teacher if I wanted to know something. The small groups provide a chance for the children to speak more freely. In the large class it was necessary to put your hand up and speak in front of the whole class. This can be embarrassing, and many children are reluctant to take part in class discussion.

I've built up a really good relationship with the children, and we have found it easy to work together. I have learned a great deal from them, and from the work we have done. I feel as though I have accomplished something, and it gives me a great feeling of satisfaction.

Helen Croker, student.
I thought the scheme was a good idea. It meant that the sixth formers got to know more teachers, and made contact with younger members of the school, establishing links which otherwise might never have been made.

It helped me to maintain my standard of both spoken and written English—something which was declining due to lack of practice, since I am a science student. I found English was helped by the writing of the record after each

lesson, and also by having to think out and explain word and sentence constructions in ways my pupils would understand.

With one of the boys all I had to do was work through a number of handwriting cards, and then follow these up by a few exercises which I devised myself. However, another boy was extremely shy, and I had to break through that barrier before I had any hope of overcoming his general problem with written English.

I seemed to become much more a part of school as a whole by being involved. I needed this kind of encouragement because I was new to the school, and was taking a long time to settle in. So I valued highly the responsibilities and inclusion in activities which this scheme brought.

The younger pupils agreed that they had benefited by it. Some even considered to admit that they found work enjoyable.

Lindsay Hunt, student.
I started working with a group of first years, with whom I spend about an hour each week. Some weeks I have the same seven or eight children for the whole hour; other weeks I have a different group for the second half of the lesson.

The first time I was faced with a

lot of questions. Our conversation took this form:

"Are you a teacher?"

"No."

"What are you then?"

"A sixth-former."

"Why are you here?"

"I'm helping your teacher."

"Oh!"

"Don't you want me to work with you then?"

"Yes, it's fun, but do we have to call you Miss?"

"Oh, all right, Miss!"

Usually the children work for the first half of the lesson from "Skill cards", which include sentence construction, spelling and general punctuation. I usually discuss with them what they would like to do in the second half.

Sometimes they want to have a spelling test or read a play; sometimes they want to have a discussion which requires one of them to pick a subject, talk about it for a while, after which everyone joins in.

This has probably been one of the most successful exercises, as several of the children were shy when they first came to me, but are now beginning to overcome this, and are able to talk in front of a group of people.

Enroline Phillips, student.

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"What are you then?"

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STOCKTON SIXTH-FORM COLLEGE

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Applications are invited for the post of SECOND MASTER/MISTRESS of the above College. Salary will be at Deputy Head Scale for a Group 11 School. Anyone who recently applied for the post of Vice-Principal and who wishes now to be considered for this post should inform the Principal by letter, without submitting a further application form.

11-18 SCHOOL SCALE 3

RELIGIOUS EDUCATION

HIGH TUNSTALL SCHOOL

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Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Head Teacher/Principal at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher/Principal at the addresses shown above within 14 days of the appearance of this advertisement.

SCALE 4 POSTS

Re-advertisement

Required for April, 1978:

Support team for Mathematics Teaching over the 5 to 13 years range

TEAM LEADER

(Scale 4)

It is proposed to set up a small team of teachers to support and strengthen the teaching of mathematics in primary and secondary schools over the 5 to 13 years age range. The main duties of the team will be:

- (i) to assist with in-service education which will help teachers extend and improve their own mathematical knowledge and understanding;
- (ii) to take a share of the teaching in order to help teachers interpret these ideas into good classroom practice and where appropriate to support school initiative;
- (iii) to encourage existing, and foster new, links between the various stages in primary and secondary education in order to provide a common ground for discussion of method and content;
- (iv) to support teachers concerned with remedial work in basic numeracy;
- (v) to build up a resource bank of books and materials suitable for the mathematical education of both teachers and children.

The team in the initial stage will consist of one teacher in Salary Scale 4 who will act as Team Leader, and two teachers on Salary Scale 3. It will be based in a primary school where the resource bank will eventually be set up. As a temporary measure the team will operate in the first instance, from the Teachers' Centre. The two teachers on Scale 3 have already been appointed to the team.

Applications are now invited from teachers suitably qualified in mathematics and with relevant experience in the 5 to 13 age range for the Scale 4 Team Leader's post. Those who applied following the previous advertisement will be considered, and need not re-apply.

BURNHAM SCALES

Plus LONDON ALLOWANCE £402

Application forms may be obtained from the Education Office, Burnham, where they should be returned by 28 February, 1978.

Education Office, J. B. WILKIE, M.A., P.D., Burnham, Stratford, Director of Education, London E17 4DH.

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Office (752), Room 67, The County Hall, London SE1 7PS, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

SPECIAL EDUCATION

HIGH SIRC (ALL AGE)

Botton Road, Rochdale OL11 4RA. Tel. Rochdale 31752

Scale 1(S)

A teacher for children of middle school ages, who is experienced in the problems of children with learning difficulties. This is an opportunity for someone who wishes to gain special school experience. Probationary teachers should not apply. Application should be by letter immediately to the Head at the school, giving details of age, experience and qualifications together with the names and addresses of two referees. Closing date: Monday, 13th February, 1978.

MIDDLE

HOLLIN HIGH (11-14)
Stoll Lane, off Hollin Lane, Middleton, Manchester M24 3XN. Tel. 061-643 3764
Required for September, 1978.

Head of Modern Languages, Scale 3
to teach French and German to pupils aged 11 to 14 years. An experienced and dynamic person, sympathetic towards pupils of the whole ability range to be taught. Application forms available from the Headmaster at the school, to whom they should be returned by MONDAY, 13th FEBRUARY, 1978.

HOWARTH CROSS (10-13)
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Tel. Rochdale 31787

Humanities (temporary)

Required from 1st April to 31st August, 1978: Temporary teacher for Humanities (main) with some Educational Science and a small amount of Science. Application should be by letter to the Head at the school, stating age, qualifications and experience together with the names and addresses of two referees. Closing date: Monday, 13th February, 1978.

SHAWFIELD-NORDEN COMMUNITY (10-13)
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Required for Easter, 1978

Community Tutor, Scale III
This responsible post is primarily concerned to develop inter-relationships between the school and the local community to their mutual benefit. Some teaching is expected. A tutor of above average experience and qualities of leadership is required, possessing sensitivity, 'personal contact' skills, a real concern and good ideas for community education. Such ideas will be appropriate in the context of a community principally comprising a private residential area to the north-west of Rochdale. Interested teachers are urged to send for details before applying.

Applications should then be by letter to the Head of the school, stating age, qualifications and experience, together with the names and addresses of two referees. Closing date: FRIDAY, 10th FEBRUARY, 1978.

HIGH

GREENHILL (15-18)
Fellgate Road, Rochdale OL12 8LD
Tel. Rochdale 51248

Biology
Required for September or earlier.
Graduate Biologist for well-established and successful department. There are three fully equipped Biology Laboratories, a greenhouse, beehives and generous laboratory assistance to cope with existing G.C.E. ('A' and 'O' level), C.B.E. and non-examination courses. The successful candidate will be expected to teach 'O' level C.B.E. and non-examination work, participate in optional courses organised within the department and assist in teaching career.

Application forms are available from the Headmaster at the school, to whom they should be returned by MONDAY, 13th FEBRUARY, 1978.

COUNTY OF SOUTH GLAMORGAN

Required for April, 1978, unless otherwise stated.

SPECIAL

CASLEFELLS HIGH SPECIAL SCHOOL, CARDIFF
Teacher in Special School, Cardiff
To teach general subjects to senior boys and to assist with the teaching of Art and Craft throughout the school. Ability in Art and Craft essential. Possession of Special Schools Certificate desirable. Closing date: 13th February, 1978.

SECONDARY

GRANFEL HIGH SCHOOL, CARDIFF
Teacher in Special School, Cardiff
To teach general subjects to senior boys and to assist with the teaching of Art and Craft throughout the school. Ability in Art and Craft essential. Possession of Special Schools Certificate desirable. Closing date: 13th February, 1978.

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Sixth Form and Tertiary Colleges

Deputy Headships Senior Masters/Mistresses

HAMPSHIRE

ALTON SCHOOL, Alton, Hampshire
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HEADSHIPS

Northern House School,

South Parade, Summertown, Oxford.

Required from 1st April, 1978, an experienced Teacher for the post of Headteacher at this Group 4(B) day school for maladjusted pupils. At present the school caters for 40 pupils between the ages of 5-11 years. Plans are being considered for the school to extend its age range to 15 plus to enable it to come into line with the three-tier system operating throughout the City of Oxford. At the same time, it is proposed to develop the facilities to take up to 60 pupils.

Bennett House School,

Rodley Road, Abingdon.

Applications are sought from suitably qualified teachers for the post of Headteacher of this school which caters for primary age children in the ESN(M) and ESN(S) range, Group 5(S). Applicants should have completed a course leading to a Diploma in Special Education.

Tesdale School,

Blacknall Road, Abingdon.

Applications are sought from suitably experienced teachers for the post of Headteacher of this Group 6(S) secondary school for 120 ESN(M) and ESN(S) pupils. Applicants should possess a Diploma in Special Education.

Application forms and further details are available from the Chief Education Officer, Macdonald House, New Road, Oxford OX1 1NA, on receipt of a S.A.E. Completed application forms to be returned within two weeks from the appearance of this advertisement.

Oxfordshire

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Headteacher, Leicestershire

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HAMPSHIRE
COLLEGE OF AIR TRAINING
Hemlock, Southampton
Qualified PHYSICS TEACHERS required to teach CIVIL AERONAUTICS in airframe and engine departments. Additionally some mathematics and physics teachers may be required. The employment could be attractive to officers with short service commitments.
Apply in writing to the Vice Principal.

HERTFORD
HARTFORD COLLEGE
A new post will be available September 1978 for a Lecturer in Mathematics.

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HERTFORDSHIRE
ALVERSTON SCHOOL
Aged 10 boys boarding need
GRADUATE required in September to teach GENERAL SCIENCE and English. Salary £1,000 p.a. plus house. Fully in one of more of following conditions: a) 5 years' experience in teaching Science; b) 2 years' experience in teaching Science and English; c) 1 year's experience in teaching Science and English and 3 years' experience in teaching English; d) 3 years' experience in teaching English and 1 year's experience in teaching Science. Send curriculum vitae and references to: **HERTFORDSHIRE EDUCATION OFFICE**, 100, High Street, Herts. ALVERSTON, Herts. WD23 3AT.

HERTFORDSHIRE
ST. ALBANS SCHOOL
(ex. 1912 Grant)
Required: September 6, 1912
Age: 12-13. **ADMISSION** into the school. Ability to hold a position of honor in the school. Further details from the master, Mr. Abbott, Calverley, Herts. to whom applications should be sent with full particulars of age and the names of two referees.

KENT
ST. STEPHEN'S COLLEGE
Northfleet, Kent, England.
Required: September 1, 1912. **ADMISSION** into the school. Further details from the master, Mr. Abbott, Calverley, Herts. to whom applications should be sent with full particulars of age and the names of two referees.

Applications to Headmaster
Friday, February 17, 1978.

[illegible]

UNIVERSITY COLLEGE, CORK

Statutory Lectureship in Law

The Governing Body invites applications for the above vacant office. The salary scale is £6,394 to £8,491 p.a. Increments for special professional experience. Pension scheme. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Friday, February 24, 1978.

M. F. KELLEHER
Secretary

MINISTRY OF DEFENCE

PART-TIME MUSIC TUTORS

AT THE
ROYAL MILITARY SCHOOL OF MUSIC
Kneller Hall, Twickenham

Applications are invited from well established and experienced teachers to fill the following vacancies which will arise in April, 1978.

CONDUCTING Candidates should be established practitioners of the art, and also be willing to instruct in basic principles and techniques. They should have a thorough knowledge of the structure of the music profession within the Army. They should also have knowledge of the military musical establishment and its special requirements as to repertoire, training and examinations.

INSTRUMENTATION Candidates must have the ability to teach emerging from any medium to any other and have a specialist knowledge of the instrumentation and requirements of the British Army Wind Band.

Salary will be £33.00 per hour plus proportionate rate of 1977 Supplement and Oiler London Weighting. The successful candidate will be required to work at least 18 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status. Requests for application forms should be made ONLY to the Ministry of Defence, CM(S)4(L), Room 338 Lagoon House, Theobalds Road, London, WC1X 8RY. CLOSING DATE 14 FEBRUARY, 1978. Reference AW/1453.

ST. PATRICK'S COLLEGE, MAYNOOTH

(Recognised College of the National University of Ireland)

Applications are invited for the following posts:

PROFESSOR OF GEOGRAPHY
PROFESSOR OF BIOLOGY
PROFESSOR OF ECONOMICS
PROFESSOR OF PSYCHOLOGY
LECTURER/JUNIOR LECTURER IN MODERN ENGLISH (2 Posts)

Prior to application further details may be obtained from the Secretary, Academic Council, St. Patrick's College, Maynooth, co. Kildare, Ireland.

Applications together with curriculum vitae and the names of three referees should be sent to the Secretary, Academic Council, not later than 22nd February, 1978.

PRESENT SALARY SCALES
Professor £25,516-210,032 (6 increments)
Lecturer £25,292-20,109 (5 increments)
Junior Lecturer £24,001-24,890 (4 increments)

COLLEGES OF FURTHER EDUCATION continued

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH THAMES COLLEGE
Weybridge, Surrey
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF ENGLISH
P.O. Box 398
Tel: 01-834-7178

LECTURERS in English, History, Geography, Art, Design, Music, and Physical Education. Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

LONDON
INNER LONDON EDUCATION AUTHORITY
WOLVERHAMPTON COLLEGE
Wolverhampton, Staffs
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

SURREY
CHARTERSHIP AT OTHMAN COLLEGE
Othman, Surrey
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

TAMWORTH
COLLEGE OF TECHNOLOGY
Tamworth, Staffs
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

NOTTINGHAM
NOTTINGHAM COLLEGE
Nottingham
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

NORTHAMPTON
NORTHAMPTON COLLEGE
Northampton
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

NORTH YORKSHIRE
COUNTY COUNCIL
North Yorkshire
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

WALSALL
COLLEGE OF TECHNOLOGY
Walsall, Staffs
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

WILSON
COLLEGE OF TECHNOLOGY
Wilson, Staffs
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

WILSON
COLLEGE OF TECHNOLOGY
Wilson, Staffs
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

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WILSON
COLLEGE OF TECHNOLOGY
Wilson, Staffs
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Colleges and Departments of Art

CHESTER
WARRINGTON COLLEGE OF ART AND DESIGN
Warrington, Cheshire
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

Polytechnics
THE POLYTECHNIC
London
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
London
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

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LONDON
THE UNIVERSITY
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Universities

LONDON
THE UNIVERSITY
DEPARTMENT OF EDUCATION
London
SALARY SCALE £15,325 to £21,325
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Universities continued

NOTTINGHAM
THE UNIVERSITY
SCHOOL OF EDUCATION
Nottingham
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OXFORD
UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
Oxford
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UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
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DEPARTMENT OF COMMERCIAL STUDIES

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Colleges of Higher Education

Directors and Principals
HEREFORD AND WURCHESTER
SCHOOL OF EDUCATION
Hereford
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

HEREFORD AND WURCHESTER
SCHOOL OF EDUCATION
Hereford
SALARY SCALE £15,325 to £21,325
DEPARTMENT OF COMMERCIAL STUDIES

Applications should be sent to the Secretary, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3JF. Closing date: 15th February 1978.

LINCOLNSHIRE HM Prison, Lincoln EDUCATION OFFICER

(Salary scale Barnham F1E L2—£3,741 to £5,985 including supplements)

The above post falls vacant on 1st September, 1978 on the retirement of the present holder. Applications are invited from suitably qualified and experienced teachers for this post, which requires imagination, initiative and responsibility.

Further details and application forms are available from the County Education Officer (Ref: AFA), County Offices, Newham, Lincoln to whom applications should be returned not later than 17th February, 1978.

Barking College of Adult Education Literacy Organizer

A Literacy Organizer is required from April 1, 1978, or as soon as possible thereafter. Candidates should possess graduate and teaching qualifications and should have had experience as an organizer and tutor in the Literacy field.

The Organizer will be responsible for the Literacy Programme and the duties will include: oversight of all courses, self training, publicity, liaison with other agencies and some teaching.

Salary: Further Education Lecturer, Grade II Scale, £3,278 to £5,483, plus £402 London Allowance and Supplement of £312, plus addition of £132 to £180. Removal expenses will be paid in approved cases. Details and application forms, returnable by February 15, 1978, may be obtained from the Chief Education Officer, Education Department, Town Hall, Barking, Essex IG11 7LU.

Barking LONDON BOROUGH

Social Services Department

Midfield Observation and Assessment Centre
Cambridge Road, Oakington, Cambs.

Deputy Team Leader (Non-Resident)

The Centre is approximately five miles from Cambridge and accommodates 39 boys and girls between the ages of 8 and 16 years.
Salary: RCO3 £2,809-£3,323 (includes supplements). Duties include assisting with the day to day running of units comprising 13 children and one live staff and assuming responsibility in the absence of the Team Leader; writing reports, liaising with local schools, Child Guidance and other disciplines. Sleeping-in will be required on a rota basis, payable at Nationally agreed rates.
For informal enquiries contact Mr. Leverock, Officer in Charge at Hinton 2438.

Application forms from the Director of Social Services, County Council, Castle Hill, Cambridge, Telephone Cambridge 68811 Ext. 876. Please quote reference DTLM/W. Closing date for return of forms 5th February, 1978.

CAMBRIDGESHIRE COUNTY COUNCIL

You can further your career by gaining valuable experience working in a multi-racial borough, dealing with all aspects of the problems of pre-dominantly West Indian youths.

Our aim is to service the needs of young people who for various reasons are not partaking of the available statutory and voluntary resources provided for youth.

Understanding, empathy, patience and tenacity are the qualities required of our Detached Youth Worker.

be salary will be within JNC Range 2 £3,558-£4,422 inclusive of London Weighting and supplements.

For the essential qualifications recognized by the Joint Negotiating Committee for Youth Workers and Community Care Workers?

If you feel you would like this challenge, please write or telephone for application form.

London Borough of Haringey, Youth & Community Service, (Ref: DYC/78/2), 77-79 Kingsway, London, W17. Telephone 01-801-3195.

YOUTH AND COMMUNITY SERVICE continued

ESSEX HARLOW DISTRICT YOUTH CENTRE

As opportunity for a Youth and Community Worker to be based at the Harlow Youth Centre.

The holder of this post is responsible for the day to day running of the Youth Centre, which provides a wide range of activities for young people in the Harlow area.

For application form and full details, write to the Chief Education Officer, Harlow District, Harlow, Essex, to whom applications should be returned not later than 17th February, 1978.

LEICESTERSHIRE THORPES YOUTH CENTRE AND YOUTH CLUB

As opportunity for a Youth and Community Worker to be based at the Thorpes Youth Centre and Youth Club.

The holder of this post is responsible for the day to day running of the Youth Centre and Youth Club, which provides a wide range of activities for young people in the Thorpes area.

For application form and full details, write to the Chief Education Officer, Leicestershire County Council, Leicester, to whom applications should be returned not later than 17th February, 1978.

LEICESTERSHIRE DOUGLAS COMMUNITY CENTRE

As opportunity for a Youth and Community Worker to be based at the Douglas Community Centre.

The holder of this post is responsible for the day to day running of the Douglas Community Centre, which provides a wide range of activities for young people in the Douglas area.

For application form and full details, write to the Chief Education Officer, Leicestershire County Council, Leicester, to whom applications should be returned not later than 17th February, 1978.

LONDON ENGLISH LITERATURE TEACHER

As opportunity for a Teacher to be based at the English Literature Department.

The holder of this post is responsible for the day to day running of the English Literature Department, which provides a wide range of activities for young people in the London area.

For application form and full details, write to the Chief Education Officer, London Borough of Haringey, to whom applications should be returned not later than 17th February, 1978.

LONDON ENGLISH LITERATURE TEACHER

As opportunity for a Teacher to be based at the English Literature Department.

The holder of this post is responsible for the day to day running of the English Literature Department, which provides a wide range of activities for young people in the London area.

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WARWICKSHIRE YOUTH TUTOR LANSHAM SCHOOL

As opportunity for a Youth Tutor to be based at the Lansham School.

The holder of this post is responsible for the day to day running of the Lansham School, which provides a wide range of activities for young people in the Warwickshire area.

For application form and full details, write to the Chief Education Officer, Warwickshire County Council, Warwick, to whom applications should be returned not later than 17th February, 1978.

TWO DYWIDAG Youth Workers

As opportunity for two Youth Workers to be based at the Dywidad Youth Centre.

The holder of this post is responsible for the day to day running of the Dywidad Youth Centre, which provides a wide range of activities for young people in the Dywidad area.

For application form and full details, write to the Chief Education Officer, Dywidad County Council, Dywidad, to whom applications should be returned not later than 17th February, 1978.

THORPES YOUTH CENTRE AND YOUTH CLUB

As opportunity for a Youth and Community Worker to be based at the Thorpes Youth Centre and Youth Club.

The holder of this post is responsible for the day to day running of the Thorpes Youth Centre and Youth Club, which provides a wide range of activities for young people in the Thorpes area.

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WEST INDIES THE JACOB SCHOOL

As opportunity for a Teacher to be based at the Jacob School.

The holder of this post is responsible for the day to day running of the Jacob School, which provides a wide range of activities for young people in the West Indies area.

For application form and full details, write to the Chief Education Officer, West Indies County Council, West Indies, to whom applications should be returned not later than 17th February, 1978.

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TEACH IN CANADA

WANT A CHANGE? A School Division in Manitoba, Canada, requires certified business education teachers, to begin in September, 1978. Applicants must have a teaching certificate or diploma, and a University degree. Must be capable of teaching advanced typing or shorthand.

Minimum annual salary approximately \$13,500 (approx \$2,200). Enquiries from modern language teachers (French) with similar professional qualifications are also welcome. Application to include photograph, references, and telephone number. Apply by Air Mail to:

Superintendent,
P.O. Box 420,
Glaston, Manitoba,
CANADA R0J 0T0.

BAHRAIN

ST CHRISTOPHER'S SCHOOL

(780 pupils, mainly British expatriates, aged 3½ years to 11 years)

Principal: Mr. J. M. Wrench

Vacancies exist for suitably qualified

TEACHERS

at Infant and Junior level from 1st September, 1978

Candidates for these posts should be single and have a minimum of three years' previous teaching experience. Salary from BD 2550 to BD 4400 (to be reviewed before September) according to qualifications and experience plus a local allowance of BD 60 per month. Free, fully furnished, air conditioned accommodation and generous allowances are provided. Two year contract with free passage and termination gratuity. Employee's contribution paid to U.K. superannuation scheme. No income tax at present. Possibilities for promotion. (The Bahraini Dinar is at present worth £1.50.)

For further particulars and an application form please write to or telephone Miss Elizabeth Whitehead, Gabbriat-Living Services Ltd., Orougton House, 6, 7 & 8, Sackville Street, Piccadilly, London W1X 2BR. Tel. 01-734 0151.

Leicestershire COMMUNITY TUTOR (YOUTH)

Guthlaxton Community College,
Wigston, Leicester

Salary: Barnham F.E. Lecturer I (£2,913 to £4,889)

Qualified teacher required to supervise and co-ordinate youth activities based on purpose-built youth centre, supported by part-time leaders. Part of working week will be spent in satisfying social needs of school students of 14 plus at lunchtimes. Opportunities exist for developing wider community education interests within staff team. Further particulars available on request.

Applications (no forms) to be sent within two weeks of advertisement, with the names and addresses of two referees, to The Principal, Guthlaxton College, Stollen Road, Wigston, Leicester. Telephone 681111.

OXFAM YOUTH ORGANISER

We seek an energetic, imaginative and enterprising person with experience of youth work who can inspire groups of young people to become actively involved in a variety of public opinion form and fund-raising activities in support of our overseas aid programme. The job is based in Southampton. The work involves irregular hours, car-driving, speaking to groups and the organisation of imaginative fund-raising events. Some overseas experience an advantage.

Further details and application forms from Personnel Department, Oxfam (0865) 56777. Please quote ref: TES/59.

OVERSEAS Appointments continued

JAMAICA

Appointments to posts in the Ministry of Education, Jamaica, are invited from qualified teachers. The posts are for the following: (1) Headmaster, (2) Deputy Headmaster, (3) Assistant Headmaster, (4) Teacher, (5) Lecturer, (6) Tutor, (7) Librarian, (8) Clerk, (9) Stenographer, (10) Typist, (11) Messenger, (12) Driver, (

SCHOOLS COUNCIL

ASSOCIATION FOR SCIENCE EDUCATION

Studies in Decision Making for Science Education

Appointment of Part-time Director and two Project Officers for the project, for which the Association for Science Education is the grant holder. The project, which follows directly from the work of the Education (Research) Committee of the Association, will aim to produce a series of case studies illustrating the various approaches to the organisation of science teaching in our schools and describing the factors which influence science teachers when faced with selecting the content of their science courses. It is hoped that the Part-time Director will take up the post in May, 1978, and the two Project Officers in September, 1978. It is anticipated that the project will be based in their home areas. Further details may be obtained from the General Secretary, ASE, College Lane, Hatfield, Herts, AL10 9AA (telephone Hatfield 67411). Closing date for applications — Project Director 3rd February, 1978 Project Officers 3rd March, 1978

GLENROTHES Y.M.C.A. — Y.W.C.A.

Appointment of

GENERAL SECRETARY

Applications are invited for this challenging post. Glenrothes is one of eight Joint Centres in Scotland and serves a thriving community. The Association plays an integral part in the work of the Y.M.C.A. and Y.W.C.A. In the field makes an important contribution to Community Service in the Region. The successful applicant will have a commitment to the Christian aims of the Association and some experience in administration of Centres as well as community development work. He/she will have a dynamic approach. Applicants must hold a Diploma in Youth and Community Work or an equivalent recognised qualification. SALARY: N.J.C. A.P. Grades II/III £3,578-£4,344 including supplement. Housing to rent is available. Further information and application forms available from the Chairman, Glenrothes Y.M.C.A./Y.W.C.A., Mr. J. MacDonald, Glenrothes House, North Street, Glenrothes. Closing date Monday, 17th February, 1978.

TAYSIDE REGIONAL COUNCIL

CAREERS OFFICER

£2,775-£3,366 plus pay supplements
(Ref. 395/77)

The Careers Service in Tayside is looking for another enthusiastic Careers Officer interested in helping young people who are unemployed. He/she will be joining a team deeply involved in the introduction and development of the Holland Programme in the Tayside Region. Although the post is based in Dundee, there will be an occasional requirement to work in other areas of the Region.

Applications on prescribed form to be lodged with the Personnel Officer, 15 Albert Square, Dundee, by Friday, February 10, 1978. Inquiries telephone Dundee 23281, ext. 3881.

Regional Education Department

Education Department

INSPECTOR FOR SECONDARY EDUCATION

Applications are invited for this senior post which carries responsibility for the coordination and leadership of advisory work in secondary education and for language development in the schools of the Authority. Candidates should be graduates preferably in English or Foreign Languages and with experience at senior level in secondary schools. Some advisory work an advantage. The appointment is to date from September 1, 1978. Salary in accordance with Burnham Group 10 Headship £27,456 x 4, (£158) £3,078 plus London Weighting £287 and pay supplements for 1978 and 1977 where appropriate.

Applications already received will be considered. Further details and application forms from the Director of Educational Services (Ref. 125/81), Mercury House, Newbury, Berkshire, RG13 2PQ. Forms to be returned by 10th February, 1978.

Havering

Administration

Local Education Authority

CHESHIRE

EDUCATION DEPARTMENT

WARRINGTON OFFICE

CAREERS OFFICER

To seek a member of the staff to undertake the duties of a careers officer in the Warrington Office. The successful candidate will be responsible for the provision of careers advice and guidance to pupils in the area. The post is a full-time position and the successful candidate will be required to work in the office during the school term. The salary is £3,000 per annum plus supplements. Applications should be sent to the Director of Education, Cheshire Education Department, Warrington Office, Warrington, Cheshire, WA1 1AA. Closing date 10th February, 1978.

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KNOWSLEY

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DEPARTMENT OF HEALTH AND SOCIAL SECURITY

GLENTHORNE YOUTH TREATMENT CENTRE RESIDENTIAL SOCIAL WORKERS TEACHERS NURSES OCCUPATIONAL THERAPISTS

There are vacancies in the above disciplines for qualified men and women with imagination, initiative and preferably some experience of working with difficult young people in complete house teams at the Glenthorpe TTC, Birmingham.

The Centre provides long-term care, education and treatment for some of the most severely disturbed boys and girls between the ages of 12 and 18 in the care of local authorities. There is a high staff:client ratio and staff are expected to develop a high quality of care and control of the young people based on personal relationships and in accordance with the following scales: in all cases salaries are in accordance with the following scales: in all cases a Youth Treatment Centre allowance of £338 a year and pay supplement of £625 per year and up to £208 per year in accordance with appropriate "Stage 1" settlement, are payable.

RESIDENTIAL CHILD CARE OFFICERS (Senior grade: £2807-£3857, TEACHERS: £2283-£3744 (graduate and additional qualification scale) plus payable with the following scales: in all cases a Youth Treatment Centre allowance of £338 a year and pay supplement of £625 per year and up to £208 per year in accordance with appropriate "Stage 1" settlement, are payable.

OCCUPATIONAL THERAPISTS (Senior grade: £2807-£3857, Single or married accommodation is available if required.

For background information and an application form (to be returned by 17 February 1978) write to Mr L. N. Dean, Department of Health and Social Security, Room 419, Lyndon House, 1-2 Adam Street, London WC2R 2BS.

Successful applicants are already advised to visit a Centre and discuss the work. Please contact Mr J. R. Wilkie, The Director, Glenthorpe Youth Treatment Centre, Kingsbury Road, Erdington, Birmingham (Tel No. 021-582 6635 or 6908).

London Borough of Bromley

BROMLEY COLLEGE OF TECHNOLOGY

LIBRARIAN

Applications are invited from Chartered Librarians for the position of College Librarian. In addition to specific responsibility for all library services, the Librarian will be a member of the Academic Board and will be expected to play an active part in the academic development of the College.

The post is graded at Senior Officer II with a salary scale of £5,494 to £5,787, inclusive of supplements and London Weighting. In suitable cases removal expense and disturbance allowance may be available.

Details and application forms from the Principal, Bromley College of Technology, Rookery Lane, Bromley, Kent BR2 8HE, to be returned within fourteen days of the appearance of this advertisement.

PE Teacher Sheffield

Nottingham Building Society wishes to recruit a lively and energetic person aged 25 years or more, to establish a new office in the centre of Sheffield. Someone, already living in the Sheffield area who is closely involved in suitable local activities (e.g. sport), will be considered, as a sociable nature and friends in the professional world are of vital importance. The successful applicant will be responsible for the administration of the office and obtaining new business from professional connections.

Applicants (male or female) need not have previous building society experience as the necessary training will be given. However, they must have a high degree of enthusiasm, the ability to work on their own initiative and an appearance and personality suitable for dealing with people at all levels.

The Society has a salary approaching £100m, and has an excellent record of development and progress. The position offers an attractive commencing salary, provision of a motor car, excellent house purchase facilities and a contributory pension scheme. Future prospects are excellent.

Applications in writing should give full details of career to date, present salary, education, qualifications and age, and be sent, together with a photograph to:-

G. J. L. Webster, ACIS, AMBIM, ABS, General Manager, Nottingham Building Society, 6/13 Upper Parliament Street, Nottingham, NG1 2BX.

Please mark the envelope "Private and Confidential".

NOTTINGHAM BUILDING SOCIETY

ADMINISTRATION continued

General

BLACKPOLL
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WALTON
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Examiners

ASSOCIATION LANCASHIRE SCHOOLS EXAMINING BOARD

Certificate of Secondary Education and Certificate of Education. Applications are invited for the following examinations: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages. The examinations are held in January and June. The successful applicant will be responsible for the day-to-day management of the service and will be expected to play an active part in the development of the service. The post is graded at Senior Officer II with a salary scale of £5,494 to £5,787, inclusive of supplements and London Weighting. In suitable cases removal expense and disturbance allowance may be available.

METROPOLITAN REGIONAL EXAMINATIONS BOARD
Applications are invited for the following examinations: English, Mathematics, Science, History, Geography, Music, Art, Physical Education, and Modern Languages. The examinations are held in January and June. The successful applicant will be responsible for the day-to-day management of the service and will be expected to play an active part in the development of the service. The post is graded at Senior Officer II with a salary scale of £5,494 to £5,787, inclusive of supplements and London Weighting. In suitable cases removal expense and disturbance allowance may be available.

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British Museum RESEARCH ASSISTANT-EDUCATION SERVICE

... to provide written, illustrative and audio-visual material about the collections for teachers and pupils, mainly at secondary school level. The work will include contributing to the regular programme of public lectures and gallery talks and giving introductory talks to visiting parties of students.

Candidates must have a degree in a subject relevant to the Museum's collections. Ability to write clearly and concisely essential. Teaching or lecturing experience desirable. Educational publishing experience advantageous.

SALARY: as RA Grade I £4,200-£5,440 or RA Grade II £5,070-£6,310. Level of appointment and starting salary according to age, qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 21 February 1978) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 8551 (evening service operates outside office hours). Please quote ref G(4)382.

Ancillary Services

NOTTINGHAM
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Editors/Linguists

We are seeking two editors to join in the final stages of work on a major new German/English Dictionary being written by a team in Scotland.

Suitable applicants, in the age range 25-40, should possess at least a first degree in German and preferably a higher qualification in German and/or linguistics. Experience in translating/teaching is also desirable.

Contracts will be offered for a period of 18 months with competitive salaries and fringe benefits being offered. Please reply with details of experience and qualifications to:

Personnel Department (RFJ)
Collins Publishers
Waterhill Road
Bleasbridge
Glasgow G64 0GT.

Collins Publishers

Instructors

Join our world of flight simulation

Redifon Simulation Ltd., are Britain's leading designers and manufacturers of simulation equipment and visual systems principally in flight and naval training.

We have grown dramatically over the last five years, expanding considerably within a growing market, doubling in size and tripling our turnover. With an order book approaching £40 million with the knowledge that during 1977 we took 60% of the world's airline market for flight simulation equipment, we are set for great steps forward into the 80's.

An important part of our success is our commitment to providing the best possible training for customers and our technicians. At our Headquarters in Crawley we have a well established training school designed to produce the top technicians in the industry. As part of the expansion of this function we require Instructors in the following fields:

- Computer Technology and associated peripherals
 - Hydro/Electrical Systems
 - Visual Systems as applied to Flight Simulation
- Applicants, male or female, should have experience in one of the above, or practical experience in maintenance of Flight Simulator or computing systems.
- We offer excellent salaries, valuable benefits including relocation expenses and assistance with housing.
- This is an excellent opportunity to join an expanding company, whose export records in this field are unsurpassed.
- Please telephone or write for further details to C. Reelf, Redifon Simulation Ltd., Gatwick Road, Crawley, Sussex RH10 2RL. Telephone (0293) 28811.

RS RS RS RS Redifon SIMULATION

Miscellaneous

THE OPEN UNIVERSITY

EDUCATION
The Open University is a leading provider of higher education. It offers a wide range of courses in the field of education, including: Education Studies, Educational Psychology, Educational Research, and Educational Management. The courses are designed to provide students with a comprehensive understanding of the field of education and to equip them with the skills and knowledge necessary for a career in education. The Open University is committed to providing high-quality education and to supporting its students throughout their studies.

FIELD STUDIES COUNCIL

The Field Studies Council is a leading provider of field studies courses. It offers a wide range of courses in the field of field studies, including: Field Studies in Biology, Field Studies in Geography, and Field Studies in History. The courses are designed to provide students with a comprehensive understanding of the field of field studies and to equip them with the skills and knowledge necessary for a career in field studies. The Field Studies Council is committed to providing high-quality education and to supporting its students throughout their studies.

AVON COUNTY COUNCIL

Avon County Council is a leading provider of education services. It offers a wide range of courses in the field of education, including: Education Studies, Educational Psychology, Educational Research, and Educational Management. The courses are designed to provide students with a comprehensive understanding of the field of education and to equip them with the skills and knowledge necessary for a career in education. Avon County Council is committed to providing high-quality education and to supporting its students throughout their studies.

Lecturer Grade II

In Pathology, Microbiology, Haematology, and Immunology, required either 21st February, 1978, or sooner if possible.

This appointment will require the person to be responsible in the supervision and running of a small clinical haematology laboratory.

Applications, together with curriculum vitae and names of three referees, to be sent as soon as possible to The Dean, Anglo-European College of Chiropractic, 1 Cavendish Road, Bournemouth, Dorset, BH1 1RA.

LLOYD'S REGISTER OF SHIPPING

Training in Industry

- Attention Teachers of Mathematics and/or Science subjects whose students are within the 14/16 years old age group. Candidates are invited to undertake training in the second year of our Shipbuilding Scheme aimed at providing experience in industrial design and fabrication procedures.
- Selected applicants will, for a four-week period, be able to work with the Society's professional engineers and shipbuilders who are employed in carrying out independent inspection functions with a wide spectrum of industrial activity. Travel and accommodation costs plus subsistence will be borne by Lloyd's Register of Shipping.

AUDIO VISUAL REPRESENTATIVE

I.L.E.A. and Southern Counties

Mary Glasgow Publications Ltd., leading educational publishers, need a young, highly motivated person (preferably with some experience of teaching or experience as a MRO) to join their rapidly expanding audio visual department. Responsibilities will include sales and promotion of EAV (Educational Audio Visual) sound filmstrips and the MGP range of magazines and audio visual aids in I.L.E.A. and Southern Counties. An appropriate salary, car and good fringe benefits will be provided.

Please telephone Mr E. Graham of E.A.V. at 609 0110 between 10.00 am and 5.00 pm.

MGP 140 Kensington Church Street, London, W8 4HN. eav

ARGYLL AND CLYDE HEALTH BOARD

JOB CREATION PROGRAMME HEALTH EDUCATION DRAMA PROJECT

DRAMA TEACHER

Salary £2,851 per annum plus supplements of approximately £442 per annum.

The Argyll and Clyde Health Board is putting out a Theatre Tour of the area which covers the Districts of Argyll, Inverclyde, Dumfries, and Galloway, including the Inner Isles.

A cast of six, to include Actors, Musicians, Mime Artists, Dancers, and Singers, will create and present entertainment, education and comedy to schools and youth groups throughout the area.

We require an experienced Drama Teacher to create and direct the production and to follow up work with audiences on the production's content. Applicants for this post must be registered unemployed.

Letters of application giving career details with the names and address of two referees who have agreed to be approached should be sent to the Area Personnel Officer, Argyll and Clyde Health Board, 140 Kensington Church Street, London, W8 4HN, no later than Friday, 10th February, 1978.

